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Catalog 1999-2001





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SHEPHERD COLLEGE CATALOG, 1999-2001

Volume XLII

June 1999

This 1999-2001 Shepherd College Catalog is for information purposes only and is not considered a binding contract between Shepherd College and students. Changes may apply to both present and prospective students. Although College officials are available to advise students, it is the student's responsibility to comply with College policies, including the requirements for degrees.

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ACADEMIC YEAR CALENDARS

First Semester Fall 1999

8/18/99	Wed	New Freshmen & Transfers; Transfer Evaluations and English Placement Essay.
8/18/99	Wed	Night Registration 6:00-7:15 p.m. — White Hall.
8/19/99	Thu	Faculty Report for Fall Semester; Faculty Meetings.
8/20/99	Fri	Orientation, Academic Advisement; Registration/Payment — New Freshmen, Transfers and Readmits.
8/23/99	Mon	Classes Begin.
8/23/99	Mon	Late Registration Begins for Students who did not Register in April or May (Late Fee Applies). Late Registration not permitted via RAIL; Late Registration begins in the Rams Den, 9:00 a.m.-4:00 p.m.
8/23/99	Mon	Add/Drop, 9:00 a.m.-4:00 p.m., Storer Ballroom. Add/Drop will be permitted via RAIL all hours except 6:00 a.m.-8:00 a.m. Monday through Wednesday — Consult Advisor.
8/25/99	Wed	Last Day to Add/Drop a Class via RAIL or in the Storer Ballroom — Consult Advisor.
8/25/99	Wed	Last Day for Late Registration.
8/30/99	Mon	First Day to Change a Course from Credit to Pass/Fail Status.
9/03/99	Fri	Last Day to Change a Course from Credit to Pass/Fail Status.
9/06/99	Mon	Labor Day — Holiday.
9/13/99	Mon	Last Day to Change a Course from Credit to Audit Status.
10/01/99	Fri	Last Day to Withdraw from first 8-weeks class — See Advisor by Noon.
10/08/99	Fri	Last Day to Apply for May 2000 Graduation — Begins in Career Development Center.
10/11/99	Mon	First Day of Midterm Exams.
10/15/99	Fri	Last Day of Midterm Exams.
10/18/99	Mon	Second 8-weeks Classes Begin.
10/18/99	Mon	Midterm Grades Due — 9:00 a.m.
10/26/99	Tue	Midterm Grades Distributed by Advisors.
11/02/99	Tue	Last Day to Withdraw from a Full Semester Class — See Advisor by Noon.
11/03/99	Wed	First Day of Academic Advisement for Continuing Students for Spring 2000.
11/08/99	Mon	First Day of Spring 2000 RAIL Registration for Continuing Students; Telephones will be available in the Storer Ballroom 9:00 a.m.-4:00 p.m. Overrides and Schedule Time Conflicts, Office of the Registrar, 9:00 a.m.-4:00 p.m.
11/10/99	Wed	Last Day of Academic Advisement for Continuing Students for Spring 2000.
11/11/99	Thu	Last Day to Withdraw from second 8-weeks class — See Advisor by Noon.
11/20/99	Sat	First Day of Thanksgiving Recess.
11/28/99	Sun	Last Day of Thanksgiving Recess.
12/13/99	Mon	Last Day of Classes.
12/14/99	Tue	First Day of Final Exams.
12/18/99	Sat	Last Day of Final Exams.
12/18/99	Sat	Last Day of Add/Drop or Registration via RAIL for Spring 2000.
12/20/99	Mon	First Semester Grades Due 9:00 a.m. — End of First Semester.
12/22/99	Wed	Grades will be available via RAIL-Tentative. Grades will be mailed in January.

Second Semester Spring 2000

1/10/00	Mon	New Freshmen & Transfer; Transfer Evaluations and English Placement Essay.
1/10/00	Mon	Night Registration 6:00-7:15 p.m. — White Hall.
1/11/00	Tue	Faculty Report for Spring Semester; Faculty Meetings.
1/11/00	Tue	Orientation, Academic Advisement; Registration/Payment — New Freshmen, Transfers and Readmits.
1/12/00	Wed	Classes Begin.
1/12/00	Wed	Late Registration Begins for Students who did not Register in November or December (Late Fee Applies). Late Registration not permitted via RAIL; Late Registration begins in the Rams Den, 9:00 a.m.-4:00 p.m.

1/12/00	Wed	Add/Drop, 9:00 a.m.-4:00 p.m., Storer Ballroom. Add/Drop will be permitted via RAIL all hours except 6:00 a.m.-8:00 a.m. Wednesday through Friday — Consult Advisor.
1/14/00	Fri	Last Day to Add/Drop a Class via RAIL or in the Storer Ballroom — Consult Advisor.
1/14/00	Fri	Last Day for Late Registration.
1/17/00	Mon	Martin Luther King's Birthday — Holiday.
1/18/00	Tues	First Day to Change a Course from Credit to Pass/Fail Status.
1/24/00	Mon	Last Day to Change a Course from Credit to Pass/Fail Status.
2/02/00	Wed	Last Day to Change a Course from Credit Status to Audit Status.
2/23/00	Wed	Last Day to Withdraw from first 8-weeks class — See Advisor by Noon
3/03/00	Fri	Last Day to Apply for August and December 2000 Graduation — Begins in Career Development Center.
3/06/00	Mon	First Day of Midterm Exams.
3/10/00	Fri	Last Day of Midterm Exams.
3/13/00	Mon	Second 8-weeks Classes Begin.
3/13/00	Mon	Midterm Grades Due — 9:00 a.m.
3/18/00	Sat	First Day of Spring Recess.
3/26/00	Sun	Last Day of Spring Recess.
3/27/00	Mon	First Day of Summer 2000 RAIL Registration for Continuing Students; Telephones will be available in the Storer Ballroom 9:00 a.m.-4:00 p.m. Overrides and Schedule Time Conflicts, Office of the Registrar, 9:00 a.m.-4:00 p.m.
3/28/00	Tue	Midterm Grades Distributed by Advisors
4/04/00	Tue	Last Day to Withdraw from a Full Semester Class — See Advisor by Noon
4/05/00	Wed	First Day of Academic Advisement for Continuing Students for Fall 2000
4/10/00	Mon	First Day of Fall 2000 RAIL Registration for Continuing Students; Telephones will be available in the Storer Ballroom 9:00 a.m.-4:00 p.m. Overrides and Schedule Time Conflicts, Office of the Registrar, 9:00 a.m.-4:00 p.m.
4/12/00	Wed	Last Day of Academic Advisement for Continuing Students for Fall 2000
4/13/00	Thu	Last Day to Withdraw from second 8-weeks class — See Advisor by Noon
4/20/00	Thu	First Day of Spring Weekend Recess (If no snow days used).
4/23/00	Sun	Last Day of Spring Weekend Recess (If no snow days used).
4/26/00	Wed	McMurrin Scholars Convocation.
5/05/00	Fri	Last Day of Classes.
5/08/00	Mon	First Day of Final Exams.
5/12/00	Fri	Last Day of Final Exams,
5/12/00	Fri	Last Day of Add/Drop or Registration via RAIL for Summer 2000 and Fall 2000.
5/15/00	Mon	Second Semester Grades Due 9:00 a.m. — End of Second Semester.
5/17/00	Wed	Grades will be available via RAIL — Tentative.
5/20/00	Sat	Commencement.

Summer 2000 (Tentative)

Summer Term I (May 31—July 3)

3/27/00	Mon	First Day of Summer Registration, via RAIL, for Continuing Students.
5/14/00	Fri	Last Day of Summer Registration or Add/Drop via RAIL.
5/30/00	Tue	English Placement Testing, Registration, Payment for Summer Term I.
5/31/00	Wed	Classes Begin, Late Registration, Add/Drop via RAIL.
6/1/00	Thu	Last Day for Late Registration and Add/Drop.
6/2/00	Fri	Last Day to Change a Course from Credit to Audit.
6/16/00	Fri	First Day of RAIL Registration for Summer Term II for Enrolled Students
6/21/00	Wed	Last Day to Withdraw from a Summer Term I Class.
6/29/00	Thu	Day Classes End for Summer Term I.
7/3/00	Mon	End Summer Term I; Registration, Payment for Summer Term II.

Summer Term II (July 5—August 7)

7/4/00	Tue	Independence Day Holiday (no classes).
7/5/00	Wed	Classes Begin, Late Registration, Add/Drop via RAIL.
7/6/00	Thu	Grades Due Summer Term I. Last Day for Late Registration and Add/Drop.
7/7/00	Fri	Last Day to Change a Course from Credit to Audit.
7/19/00	Wed	Last Day to Withdraw from a Summer Term II Class.
8/3/00	Thu	Day Classes End for Summer Term II.
8/7/00	Mon	End Summer Term II, Grades Due Summer Term II.

First Semester Fall 2000

8/16/00	Wed	New Freshmen & Transfers; Transfer Evaluations and English Placement Essay.
8/16/00	Wed	Night Registration 6:00-7:15 pm Location: White Hall.
8/17/00	Thu	Faculty Report for Fall Semester; Faculty Meetings.
8/18/00	Fri	Orientation, Academic Advisement; Registration/Payment - New Freshmen, Transfers and Readmits.
8/21/00	Mon	Classes Begin.
8/21/00	Mon	Late Registration for students who did not Register in April, May, or had their classes dropped for non-payment via RAIL or in person. Late Registration begins in the Rams Den, 9:00 am-4:00 pm. New Students must register in person.
8/21/00	Mon	Add/Drop via RAIL all hours except 6:00 am-8:00 am or in the Storer Ballroom 9:00 am-4:00 pm - Consult Advisor.
8/23/00	Wed	Last Day to Late Register via RAIL all hours except 6:00 am-8:00 am or in the Storer Ballroom 9:00 am-4:00 pm
8/23/00	Wed	Last Day to Add/Drop via RAIL all hours except 6:00 am-8:00 am or in the Storer Ballroom 9:00 am-4:00 pm - Consult Advisor.
8/28/00	Mon	First Day to Change a Course from Credit to Pass/Fail Status.
9/01/00	Fri	Last Day to Change a Course from Credit to Pass/Fail Status.
9/04/00	Mon	Labor Day - Holiday.
9/11/00	Mon	Last Day to Change a Course from Credit to Audit Status.
9/29/00	Fri	Last Day to Withdraw from first 8-weeks class - See Advisor by Noon.
10/06/00	Fri	Last Day to Apply for May 2001 Graduation - Begins in Career Development Center.
10/09/00	Mon	First Day of Midterm Exams.
10/13/00	Fri	Last Day of Midterm Exams.
10/16/00	Mon	Midterm Grades Due - 9:00 am.
10/16/00	Mon	Second 8-weeks Classes Begin.
10/23/00	Mon	Midterm Grades Distributed by Advisors.
10/30/00	Mon	Last Day to Withdraw from a Full Semester Class - See Advisor by Noon.
11/01/00	Wed	First Day of Academic Advisement for Continuing Students for Spring 2001.
11/06/00	Mon	First Day of Spring 2001 RAIL Registration for Continuing Students; Telephones will be available in the Storer Ballroom 9:00 am-4:00 pm. Overrides and Schedule Time Conflicts, Office of the Registrar, 9:00 am- 4:00 pm.
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11/16/00	Thu	Last Day to Withdraw from second 8-weeks Class - See Advisor by Noon.
11/18/00	Sat	First Day of Thanksgiving Recess.
11/26/00	Sun	Last Day of Thanksgiving Recess.
12/11/00	Mon	Last Day of Classes.
12/12/00	Tue	First Day of Final Exams.
12/16/00	Sat	Last Day of Final Exams.
12/16/00	Sat	Last Day of Add/Drop or Registration via RAIL for Spring 2001.
12/18/00	Mon	First Semester Grades Due 9:00 a.m - End of First Semester.
12/19/00	Tue	Grades will be available via RAIL - Tentative. Grades will be mailed in January.

Second Semester Spring 2001

1/08/01	Mon	New Freshmen & Transfers; Transfer Evaluations and English Placement Essay
1/08/01	Mon	Night Registration 6:00-7:15 pm Location: White Hall.
1/09/01	Tue	Faculty Report for Spring Semester; Faculty Meetings.
1/09/01	Tue	Orientation, Academic Advisement; Registration/Payment - New Freshmen, Transfers and Readmits.
1/10/01	Wed	Classes Begin.
1/10/01	Wed	Late Registration for students who did not Register in November, December or had their classes dropped for non-payment via RAIL or in person. Late Registration begins in the Rams Den, 9:00 am-4:00 pm. New Students must register in person.
1/10/01	Wed	Add/Drop via RAIL all hours except 6:00 am- 8:00 am or in the Storer Ballroom 9:00 am-4:00 pm - Consult Advisor.
1/12/01	Fri	Last Day to Late Register via RAIL all hours except 6:00 am- 8:00 am or in the Storer Ballroom 9:00 am-4:00 pm.
1/12/01	Fri	Last Day to Add/Drop via RAIL all hours except 6:00 am- 8:00 am or in the Storer Ballroom 9:00 am-4:00 pm - Consult Advisor.
1/15/01	Mon	Martin Luther King's Birthday - Holiday.
1/16/01	Tues	First Day to Change a Course from Credit to Pass/Fail Status.
1/22/01	Mon	Last Day to Change a Course from Credit to Pass/Fail Status.
1/30/01	Tue	Last Day to Change a Course from Credit to Audit Status.
2/21/01	Wed	Last Day to Withdraw from first 8-weeks class - See Advisor by Noon.
2/26/01	Mon	First Day of Midterm Exams.
3/02/01	Fri	Last Day of Midterm Exams.
3/05/01	Mon	Midterm Grades Due - 9:00 am.
3/05/01	Mon	Second 8-weeks Classes Begin.
3/09/01	Fri	Last Day to Apply for August and December 2001 Graduation - Begins in Career Development Center.
3/12/01	Mon	Midterm Grades Distributed by Advisors.
3/17/01	Sat	First Day of Spring Recess.
3/25/01	Sun	Last Day of Spring Recess.
3/26/01	Mon	First Day of Summer 2001 RAIL Registration for Continuing Students; Telephones will be available in the Storer Ballroom 9:00 am-4:00 pm. Overrides and Schedule Time Conflicts, Office of the Registrar, 9:00 am-4:00 pm.
3/26/01	Mon	Last Day to Withdraw from a Full Semester Class - See Advisor by Noon
4/04/01	Wed	First Day of Academic Advisement for Continuing Students for Fall 2001
4/09/01	Mon	First Day of Fall 2001 RAIL Registration for Continuing Students; Telephones will be available in the Storer Ballroom 9:00 am-4:00 pm. Overrides and Schedule Time Conflicts, Office of the Registrar, 9:00 am-4:00 pm.
4/11/01	Wed	Last Day of Academic Advisement for Continuing Students for Fall 2001
4/12/01	Thu	Last Day to Withdraw from second 8-weeks class - See Advisor by Noon
4/19/01	Thu	First Day of Spring Weekend Recess (If no snow days used).
4/22/01	Sun	Last Day of Spring Weekend Recess (If no snow days used).
4/25/01	Wed	McMurrin Scholars Convocation.
5/04/01	Fri	Last Day of Classes.
5/07/01	Mon	First Day of Final Exams.
5/11/01	Fri	Last Day of Final Exams.
5/11/01	Fri	Last Day of Add/Drop or Registration via RAIL for Summer 2001 and Fall 2001.
5/14/01	Mon	Second Semester Grades Due 9:00 am - End of Second Semester.
5/15/01	Tue	Grades will be available via RAIL - Tentative.
5/19/01	Sat	Commencement.

SECTION I

GENERAL INFORMATION

Shepherd College is a state-supported institution within the West Virginia system of higher education. From its beginnings over a century ago, the College has evolved into a comprehensive center of higher learning, serving a number of related, yet distinct roles:

- The College offers Bachelor of Arts, Bachelor of Fine Arts, and Bachelor of Science degrees in a wide range of fields, encompassing the liberal arts, business administration, teacher education, the social and natural sciences, and other career-oriented areas.
- The College offers a diverse selection of programs leading to associate's degrees. There is continual planning to expand further the variety of career-oriented programs available to students whose immediate objective is not a baccalaureate degree.
- The College provides credit courses for individuals with no degree aspirations, but who seek to broaden and update their knowledge in either familiar or new fields of intellectual endeavor.
- For the northern Shenandoah Valley region as a whole, the College is a center for noncredit continuing education, public service, and convenient citizen access to extensive programs in art, music, athletics, and other areas of public interest.

Shepherd College has a responsibility to extend its resources beyond the campus, bringing higher education closer to those who seek it. The College has an administrative center in Petersburg, West Virginia, to serve the South Branch Valley counties of the state. Courses are offered regularly at locations away from Shepherdstown, providing college-level study to people throughout eastern West Virginia and the surrounding region.

ACCREDITATION

The College is accredited by the North Central Association of Colleges and Schools (www.ncacihe.org). Individual programs are accredited by the Council on Social Work Education, the National Association of Schools of Music, the West Virginia State Board of Examiners for Registered Nurses, the National League for Nursing Accrediting Commission, and the National Council for the Accreditation of Teacher Education.

SCENIC AND HISTORIC LOCATION

Shepherd College is situated in the Shenandoah Valley, on the banks of the Potomac River, in historic Shepherdstown, West Virginia. The oldest town in the state, Shepherdstown is a quaint college community, with the town and campus combining to offer a unique learning-living environment.

Located in the Eastern Panhandle of West Virginia, Shepherdstown is within 20 miles of nearby Maryland, Pennsylvania, and Virginia. It is only 65 miles from the metropolitan areas of Washington, D.C., and Baltimore, Maryland. Within a short hike or drive of the campus are such well-known historic landmarks as Harpers Ferry and the Antietam Battlefield. Across the Potomac River from the campus is the Chesapeake and Ohio Canal National Historical Park. The C & O Canal National Historical Park, developed along the towpath of the old canal, is a beautiful recreational sanctuary, extending 184.5 miles from Cumberland, Maryland, to Georgetown, in the nation's capital.

The United States Capitol and numerous other federal and state facilities are easily accessible. Richmond and Williamsburg, Virginia, as well as New York and Philadelphia, are all within a few hours drive of Shepherdstown. Guest lecturers and performers, field trips, internships, and career opportunities are advantages directly related to the location of Shepherd College.

HISTORY OF THE COLLEGE

Shepherd College began when the county seat of Jefferson County, West Virginia, was moved from Shepherdstown to Charles Town in July 1871. The people of Shepherdstown and vicinity decided to use the vacated courthouse for educational purposes. An article of incorporation for a school to be known as Shepherd College, designed to instruct students "in languages, arts and sciences," was drawn up and signed by C.W. Andrews, A.R. Boteler, C.T. Butler, G.M. Beltzhoover, David Billmyer, Samuel Knott, and Henry Shepherd. This body of incorporators gave itself power to elect instructors, pay salaries, and prescribe courses of study. Professor Joseph McMurran was appointed first principal of the institution, which opened with 42 students in September 1871 under the authority of the Board of Trustees.

On February 27, 1872, the Legislature of West Virginia passed the following act: "That a branch of the State Normal School be and the same is hereby established at the building known as Shepherd College, in Shepherdstown, in the county of Jefferson."

Shepherd College became a four-year college for the training of teachers on July 1, 1930, at which time the institution began granting the Bachelor of Arts degree. Shepherd was authorized to implement liberal arts programs in 1943, and in 1950 the Bachelor of Science degree was added.

Also in 1950 Shepherd was accredited by the North Central Association of Colleges and Schools and in 1951 it became a member of the Association of American Colleges.

In the past two decades, Shepherd has experienced a 200 percent enrollment growth and added 11 new buildings, including the \$9 million Robert C. Byrd Science and Technology Center.

MISSION STATEMENT

Founded in 1871 and located in the Shenandoah Valley, Shepherd College is an accredited undergraduate institution of the State College System of West Virginia.

The College provides students with a comprehensive education, which will enable them to succeed personally and professionally and to enter into productive careers. The faculty and staff encourage students in their intellectual, ethical, and personal development. The College's primary focus is a learning environment where professors, current and productive in their respective fields, maintain a high standard of teaching and scholarship.

Shepherd College emphasizes the use of information technology in education and career development. Faculty and students enjoy academic freedom to search for truth and state their opinions without restraint from political creeds, religious doctrines, economic pressures, or personal biases.

The College is committed to the recruitment and retention of culturally diverse students, faculty, and staff. An affiliated Community and Technical College that provides a curriculum that is both complementary to, and integrated with, the four-year College, offers associate's degrees and continuing education.

With its strong ties to the people of the Eastern Panhandle of West Virginia, Shepherd College is dedicated to participating in the enhancement of the communities, businesses, and governments of the region. The College is the cultural and intellectual center of the region and maintains strong connections with the resources of the expanded Washington-Baltimore metropolitan area. Shepherd College vigorously pursues an enhanced role as the vital institution of higher education in the region.

THE LIBRARY

The Ruth Scarborough Library collection is composed of varied materials, numbering approximately 427,000 items. Printed and microtext materials make up the majority of the collection. The holdings include about 159,000 books and bound periodicals supplemented by books and periodicals on some 220,000 microfiche and microfilm reels. Other parts of the collection include phonograph records, cassette tapes, and video cassettes. The library currently subscribes to 908 periodicals and newspapers.

The library's computerized catalog provides access to materials throughout the state as well as to the Scarborough collection. Computer research services include public-use workstations accessing the Internet. The library also offers on-line computer searching of specialized databases.

Since 1971 the library has been a selective depository for federal government publications and regularly receives West Virginia state government publications. The three-story, air-conditioned structure, which the library occupied in October 1965, is designed as a place of study, particularly for independent study and research. The accommodations for study include reading rooms, group study rooms, and individual study carrels and cubicles. An area for viewing visual materials and a microtext reading area are available. The West Virginia Room houses a special collection of printed materials relating to state and regional history. Planning for a major enlargement of the library building is underway, with the beginning of construction anticipated in 2000.

SUMMER SESSION

The summer session at Shepherd College is an integral part of the College year. All general College requirements relating to high academic standards, sound scholarship, and good citizenship apply in the summer just as in the regular academic year. The summer session is organized into two terms of five weeks each.

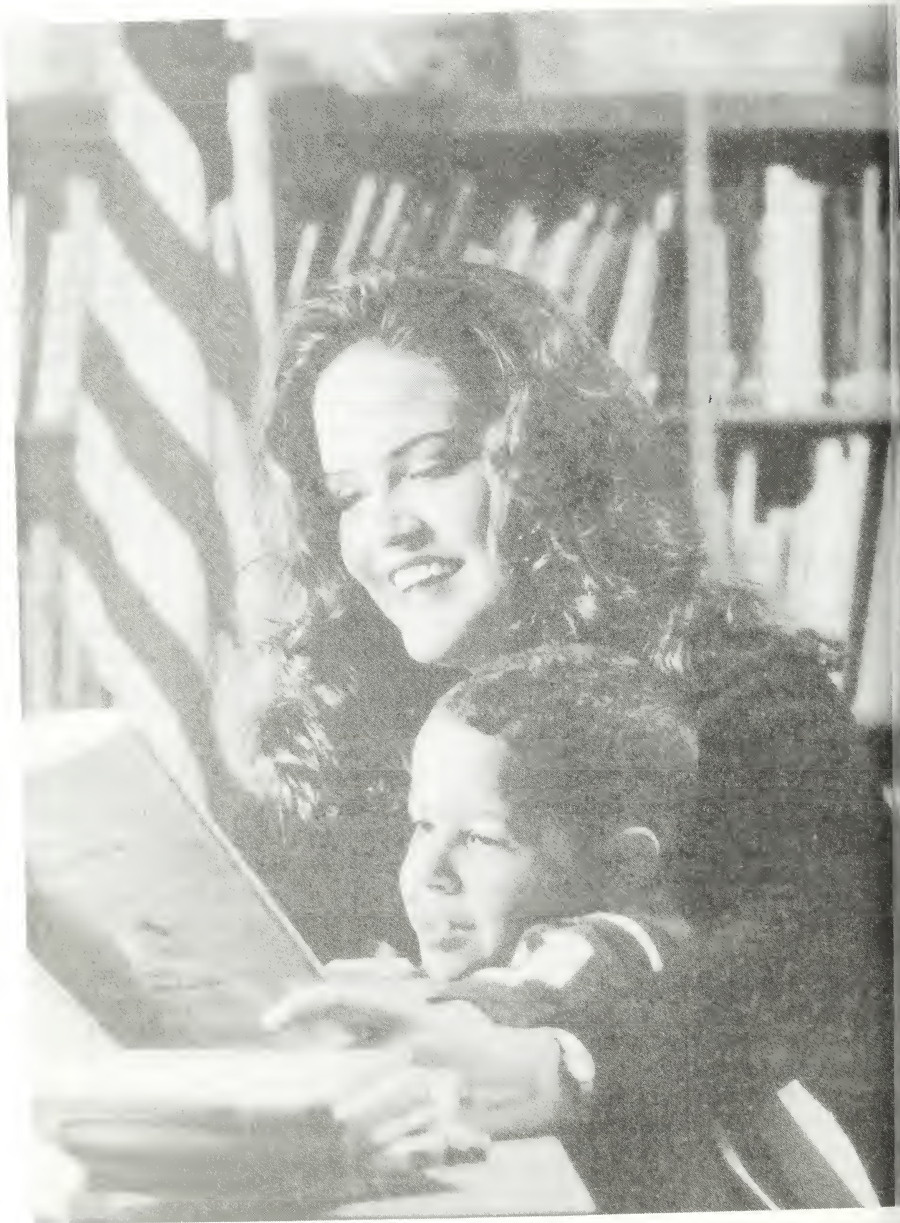
OFF-CAMPUS PROGRAM

In order to serve the educational needs of the citizens of the eight eastern counties of West Virginia, Shepherd College organizes and conducts courses at convenient and accessible off-campus sites throughout the region. All off-campus course work, scheduling, and staffing requirements are commensurate with those adopted for on-campus programs. Credits earned in off-campus courses are equivalent to residential credits, reflecting the standards of excellence long associated with Shepherd College.

To serve Grant, Hampshire, Hardy, Mineral, and Pendleton counties more effectively, Shepherd College has established an administrative center for off-campus instruction at Petersburg. Currently, through the Shepherd College South Branch, students may complete all course requirements at off-campus sites for certain programs. Inquiries regarding courses and programs in the South Branch should be directed to the Director, Shepherd College South Branch, 115 Virginia Ave., Petersburg, West Virginia 26847.

In Berkeley, Jefferson, and Morgan counties, off-campus classes are offered as an integral component of the College's regular schedule of instruction. Through the off-campus and evening programs, students may complete virtually all course requirements for certain degrees. Persons interested in courses to be taught off-campus should contact the provost of the Community and Technical College.

As a part of the institution's mission to improve and expand career-oriented programs in eastern West Virginia, the College has developed cooperative educational opportunities with multi-county vocational centers within the region. Under these arrangements, students who complete post-secondary vocational training in specified fields at the cooperating centers may qualify for college credit by competency examination. Details on the cooperative programs are available from the provost of the Community and Technical College.



SECTION II

ADMISSIONS

ADMISSION INFORMATION

Admission to Shepherd College shall be determined without regard to national origin, race, color, age, religion, gender, physical handicap, or financial status. Admission does not guarantee on-campus housing. All correspondence relevant to admission and all credentials in support of an application for a full-time student should be on file by the February 1 priority processing date for the fall semester or summer sessions for freshmen or the March 15 priority processing date for transfer or readmitted students or by November 1 for all students for the spring semester. Applications received after the established application dates may be processed on a space available basis or may be held until the next academic term before they will be processed.

The admissions and academic personnel of Shepherd College may require enrollment in basic skills courses and programs or other appropriate measures for a student whose high school record and/or standardized test scores indicate a deficiency in certain areas.

The Shepherd College curriculum requires students to pursue a broad secondary program of college preparation which includes the following minimum units: English (composition, grammar, and literature), 4 units; Social Science (including American history), 3 units; Laboratory Science (including biology, chemistry, or physics), 2 units; Mathematics (algebra and a higher mathematics course; algebra II and geometry are recommended), 2 units; Physical Education, 1 unit; additional elective units to equal a minimum of 21 units (20 units for students graduating from high school before 1989) or the state requirement for high school graduation. At least two units of a foreign language, a computer course, and additional mathematics and laboratory science courses are recommended as electives. Freshman applicants who graduated from high school in 1990 or thereafter must meet the minimum high school academic credit requirements of the West Virginia higher education governing boards.

The College reserves the right to deny admission or readmission to any individual whose needs it does not feel qualified to meet. Individuals wishing to appeal an admissions decision or who wish an exception to the admissions policy may write to the Admissions and Credits Committee at Shepherd College to request the appeal or policy exception.

Admission to Shepherd College does not guarantee admission to a particular field of study. Students seeking admission into programs which have limited enrollments must apply separately for admission to the individual programs as well as to the College for general admission. Departmental application forms must be submitted directly to the department chairpersons by specified dates; additional information on admission to limited enrollment programs is listed in this section.

Shepherd College shall bring into its community a wide variety of backgrounds, attitudes, and interests. A conscious effort is made to include in each new student class individuals with special talents, abilities, and interests as well as students from diverse geographic, racial, ethnic, religious, and economic backgrounds. The College will continue its outreach programs by visiting a wide variety of high schools and community colleges to meet and talk with diverse groups of students, by participating in high school and community college day/night/fair programs, and by working with churches, sororities, fraternities, and other community-based organizations, especially those with a significant number of minority students and constituents. The College also will utilize such other strategies as professional networking, advertisements in minority student oriented publications, direct mail, and community-based programs to further this commitment to diversity.

Application Procedure

Prospective students may obtain admission application materials by calling (304/876-5212 or 800/344-5231) or writing the Office of Admissions, Shepherd College, Shepherdstown, West Virginia 25443. The completed admission application form must be returned to the Office of Admissions.

Materials

All students pursuing a program of study must submit the following credentials to be considered for admission to Shepherd College: application for admission, high school transcript showing senior year courses and the cumulative grade point average on a 4.0 scale or two final college transcripts from each college attended, and Enhanced American College Test or Recentered Scholastic Assessment Test scores (freshman applicants or transfer applicants in teacher education programs only). An admissions application fee of \$25 is charged to all degree-seeking applicants and to those persons completing the regular admissions application form. This fee must be submitted with the admissions application. Shepherd College recognizes the American College Test's or College Board's Application Fee Waiver Program for economically-disadvantaged students; the appropriate request for a fee waiver should be submitted with the admissions application form by the high school guidance counselor or college counseling center staff. In addition, college transfer students must submit a Student Personnel Record Form completed by the student affairs office of the college last attended.

Freshman applicants should request that their high school transcript, showing all grades including senior year courses and a grade point average on a 4.0 grading scale and courses taken as well as test scores from the Enhanced ACT (American College Test) or SAT (Scholastic Assessment Test), be sent to the Office of Admissions by the high school guidance counselor. Transfer students should request official transcripts be sent to the Office of Admissions directly from the registrar of all institutions attended. Also, the student personnel record form must be completed by the dean of students of the last institution attended.

After all application materials and credentials have been received, the Office of Admissions will notify applicants for the fall semester of its decisions on a rolling basis as long as openings remain in the freshman or transfer classes. Students admitted for the fall semester must submit a nonrefundable enrollment deposit of \$100 prior to May 1 to hold their place in the class.

A health form completed by the family physician also is required, prior to the beginning of classes. The Health Record Requirements form is sent to students upon acceptance. Students desiring financial aid should complete and mail the FAFSA by the stated deadlines.

Immunization Requirement

All new students of the State System of Higher Education under the jurisdiction of the West Virginia Board of Directors who were born after January 1, 1957, are required to provide proof of immunity to measles and rubella on or before the date of enrollment. The student shall have proof of immunity by the following semester or will not be permitted to enroll in classes.

Selective Service Requirement

A person may not enroll in a state-supported institution of post-secondary higher education unless he is in compliance with the Military Selective Act, 50 U.S.C. Appendix §451, et seq., and the amendments thereto. (WV SB. No. 524. Article IF. Privileges and Prohibitions. §15-1F-1.)

Residence Hall Application

The residence hall housing application and damage deposit should be submitted immediately by all students desiring and/or required to live in a College residence hall (see section on Residence Life) after admission to the College is granted. This application form is available from the Office of Admissions and should be submitted to the Residence Life Office, along with a \$50 damage deposit. Applicants should file their residence hall application and damage deposit soon after admission. A \$100 advance rental payment is required from those applicants desiring to live in guaranteed housing. This \$100 advance payment is subtracted from the fall semester rent charge.

For those students who make advance payment on rent, housing assignments are made in chronological order based on the date appearing on the receipt for the \$50 damage deposit. Deposit receipts are written after the student has been admitted to the College; the date that the residence hall housing application and \$50 damage deposit are received by the Residence Life Office does influence housing assignments.

New Students

Students who have been admitted to the College will receive instructions and information from the Office of Admissions regarding the orientation program and registration. A faculty advisor will be appointed for all first-time enrollees. Students should feel free at all times to contact their advisor to plan and discuss their schedule and academic program. Advisors are chosen in the field in which the student is majoring.

New freshman and transfer students entering Shepherd College for the first time must attend an early registration and testing session held in June or July. Students attending these sessions meet with their academic advisors, plan their fall course schedules, and register for their fall semester courses.

An orientation program is held prior to classes during August and January of each year. All new and returning students are required to attend.

Admission of High School Graduates In-State Students

All residents of West Virginia who are graduates of accredited or state-approved high schools are eligible for admission to degree programs at Shepherd College if they meet the following minimum requirements: meet the minimum high school academic unit requirements, have a high school grade point average of 2.0 or better after the sixth semester, and have minimum Enhanced ACT scores of 17 or appropriate Recentered SAT scores. Applicants with Enhanced ACT scores below 19 or Recentered SAT scores below 920 (old SAT 800) will be required to take placement tests prior to admission or they may be granted conditional admission with the requirement that appropriate developmental courses be taken their first year. Applicants who have been graduated from high school for more than five years at the time of application for admission do not need the ACT or SAT except for admission to the engineering or nursing programs. Non-high school graduates whose senior class graduated one year previously may be admitted if they present a GED. Students admitted without ACT or SAT scores must take the ASSET placement examination prior to course registration.

Freshman applicants for admission who graduated from high school one or more semesters prior to applying for admission must include a detailed résumé of their activities (employment, military service) from the time of high school graduation until planned enrollment at Shepherd College. This information should be submitted with the admissions application form and should be written on a separate sheet of paper.

Academic Foundations Program

The Academic Foundations Program at Shepherd is designed to bridge the gap between high school and college for interested West Virginia students who do not meet the grade point average or test score admissions standards outlined previously.

Through courses in reading, study skills, composition, and mathematics, the program assists recent high school graduates and nontraditional students who wish to attend college but whose skills need further development. Admission to Shepherd through the Academic Foundations Program is based on the results of a personal interview and various placement tests.

Additionally, other applicants to Shepherd College degree programs may be referred by the Office of Admissions to the Office of Academic Support Services and Advisement for assessment to determine placement in Academic Foundations course work. Based on the results of this evaluation, recommendation for regular admission or admission through the Academic Foundations Program will be made.

Students who gain admission through the Foundations Program must satisfactorily complete the required Foundations courses within two semesters of enrollment in order to continue

their studies. Satisfactory completion is defined as a minimum of 2.0 in each prescribed Academic Foundations course.

The program provides a supportive environment in which to learn, featuring individualized instruction and learning assistance sessions outside of class. Completion of the Academic Foundations Program will assist students in becoming academically prepared to pursue a Shepherd College degree. Additional information about the program may be obtained from the Academic Support Services Office.

Out-of-State Students

All residents of states other than West Virginia who are graduates of accredited or state-approved high schools may be considered for admission to degree programs at Shepherd College if they meet the following minimum requirements: meet the minimum high school academic unit requirements, have a high school grade point average of 2.5 or better after the sixth semester, and have a minimum test score of 20 on the Enhanced American College Test (ACT) or a minimum score of 970 (860 on the old SAT) on the Recentered Scholastic Assessment Test (SAT).

Applicants who have been graduated from high school for more than five years at the time of application for admission do not need ACT or SAT scores except for admission to the engineering or nursing programs. Students admitted without ACT or SAT scores must take the ASSET placement examination prior to course registration.

Freshman applicants for admission who have been graduated from high school one or more semesters prior to applying for admission must include a detailed résumé of their activities (employment, military service) from the time of high school graduation until planned enrollment at Shepherd College. This information should be submitted with the admissions application form and should be written on a separate sheet of paper.

Freshman Placement Standards

The Freshman Placement Standards for students in the State College System of West Virginia were developed to assure the integrity of associate and baccalaureate degrees, to increase the retention and graduation rates of students, and to encourage high school students to improve their academic preparation for college.

Mathematics

1. Students may not enroll at any two-year or four-year institution in the State College System in a mathematics course which is designed to be applied toward a baccalaureate degree, an associate of arts (A.A.) degree, an associate of applied science (A.A.S.), or an associate of science (A.S.) degree at a four-year college or university or an A.A., A.A.S., or A.S. degree at a community college unless the minimum score prescribed below is earned on at least one of the following tests:
 - a. A score of 19 or above on the mathematics section of the American College Testing Program's Enhanced ACT Assessment Test (Enhanced ACT).
 - b. A score of 440 (390 on old SAT) or above on the quantitative portion of the College Board's Recentered Scholastic Assessment Test (SAT).
 - c. A scaled score of 39 or above on the numerical test and 32 or above on the elementary algebra test of the American College Testing Program's Assessment of Skills to Successful Entry and Transfer (ASSET).
2. Students not meeting this standard must successfully complete a program or programs of developmental (pre-college level) mathematics in order to be placed in mathematics courses which count toward a baccalaureate degree, an A.A. degree, or an A.S. degree.
3. Any institution in the State College System may elect to set higher placement scores than the minimum scores described above.

English Composition

1. Students may not enroll at any two-year or four-year institution in the State College System in an English composition course which is designed to be applied toward a baccalaureate degree, an A.A. degree, an A.A.S., or an A.S. degree at a four-year college or university or an A.A., A.A.S., or A.S. degree at a community college unless the minimum score prescribed

below is earned on at least one of the following tests:

- a. A score of 17 or above on the English section of the Enhanced ACT.
 - b. A score of 410 (330 on the old SAT) or above on the verbal portion of the Recentered SAT.
 - c. A score of 37 or above on the writing skills test of the ASSET.
2. In addition to achieving an acceptable score on one of the tests described above, students must also perform at an acceptable level on a writing sample developed by each institution in the State College System and evaluated by the institution prior to the beginning of the semester or during the first two weeks of the semester.
 3. Students not meeting the standards described in 1.) and 2.) above must successfully complete a program or programs in developmental (pre-college level) English composition in order to be placed in English composition courses which count toward a baccalaureate degree, an A.A. degree, or an A.S. degree.
 4. **Any institution in the State College System may elect to set higher placement scores than the minimum scores described above.**

Reading

1. Students scoring 20 or above on the reading section of the Enhanced ACT, 470 (400 on the old SAT) or above on the verbal section of the Recentered SAT, 36 or above on the reading skills test of the ASSET, or 30 percentile or above on the Nelson-Denny Reading Test will be considered to have met the minimal reading skill requirements.
2. Institutions in the State College System are encouraged to provide assistance for students who do not meet the standard and who are enrolled in a program leading to an associate's or bachelor's degree.
3. **Any institution in the State College System may elect to set higher placement scores than the minimum scores described above.**

Advanced Placement Tests

In compliance with West Virginia Education System Procedure No. 22 in compliance with Senate Bill 243, Series 4, Shepherd College will grant credit for the following Advanced Placement Tests with the test score indicated:

American History—grades of 3, 4, or 5; HIST 201 and HIST 202
 Studio Art (general)—grades of 4 or 5; ART 204 (for art majors)
 Art History—grades of 3, 4, or 5; ART 103 and 1 hr. free elective
 Art History—grades 4 or 5; ART 203 (for art majors)
 Biology—grades of 3, 4, or 5; BIOL 101 and BIOL 102
 Chemistry—grades of 3, 4, or 5; CHEM 207, CHEM 207L, CHEM 209, CHEM 209L
 Classics—no credit given
 Computer Science A—grades of 3, 4, or 5; CIS 211
 Computer Science AB—grades of 3, 4, or 5; CIS 212
 Economics (macro and micro)—grades of 3, 4, or 5; ECON 205 and 206
 English (language and composition)—grades of 3, 4, or 5; ENGL 101
 English (literature and composition)—grades of 3, 4, or 5; ENGL 102
 Environmental Science—no credit given
 European History—grades of 3, 4, or 5; HIST 103
 French Language—grades of 3 or 4; FREN 101
 grade of 5; FREN 101 and 102
 German Language—grades of 3 or 4; GERM 101
 grade of 5; GERM 101 and 102
 Government and Politics (American)—grades of 3, 4 or 5; PSCI 101
 Calculus AB—grades of 3, 4, or 5; MATH 207
 Calculus BC—grades of 3, 4, or 5; MATH 207 and 208
 Music (Theory)—grades of 3, 4, or 5; MUSC 111 and 1 hr free elective
 Music (Theory)—grades of 4 or 5; MUSC 103 (for music majors)
 Physics B—grades of 3, 4, or 5; PHYS 201, 201L, 202, and 202L
 Physics C-Mech—grades of 3, 4, or 5; PHYS 201, 201L

Physics C-E&M—grades of 3, 4, or 5; PHYS 202, 202L

Psychology—grades of 3, 4, or 5; PSYC 203

Spanish Language—grades of 3 or 4; SPAN 101
grade of 5; SPAN 101 and 102

Statistics—grades 4 or 5; MATH 314

To receive credit for Advanced Placement Tests, students must have the AP test results sent to the Office of Admissions at Shepherd by the testing service. As new AP tests are developed, additional credit may be awarded.

CLEP Tests

Students are awarded credit for the successful completion of many of the CLEP Subject Examinations. To obtain credit for an examination, Shepherd College has established a minimum score for each CLEP Test. A CLEP Test should not be taken for a subject in which you have previously enrolled. A CLEP exam cannot be used to change a grade of D or F received for course work at Shepherd College or another institution.

Students currently enrolled at Shepherd College may take the CLEP examinations on campus. Persons desiring to enroll at Shepherd College who wish CLEP credit as part of their admission must take the examinations at another testing center. At present, the closest center to Shepherd College is located at Frederick Community College, Frederick, Maryland.

Admission of Students from Nonaccredited/Approved High Schools

Applicants for admission to Shepherd College who are graduates of high schools which are not accredited by a regional accrediting agency or not approved by the State Board of Education of the state in which they are located must submit scores from the General Educational Development (GED) Test to be considered for admission. Applicants will be considered for admission if they attain a standard score of 40 (which is the state requirement for a high school diploma) on each of the five parts of the GED Test, and have an average standard score of 45 or above on the entire test. Copies of the applicant's high school transcript, Enhanced American College Test (ACT) or Recentered Scholastic Assessment Test (SAT) scores and GED Test scores must be sent directly to the Office of Admissions at Shepherd College by the high school counselor and testing center.

Admission of Students Who Have Been Home Schooled

Since West Virginia Higher Education Board admissions policies require that students admitted to public institutions either be graduates of high schools which are either accredited by a regional accrediting agency or are approved by the State Board of Education of the state where they are located or that they hold the GED, applicants for admission to Shepherd College who have been home schooled must submit scores for the General Educational Development (GED) Test to be considered for admission as freshmen. Applicants will be considered for admission if they attain a standard score of 40 (which is the state requirement for a high school diploma) on each of the five parts of the GED Test, and have an average standard score of 45 or above on the entire test. Copies of the applicants' home schools transcript, Enhanced American College Test (ACT) or Recentered Scholastic Assessment Test (SAT) scores and the GED Test scores must be sent directly to the Office of Admissions at Shepherd College by the school and testing centers.

Admission by GED Test

Non-high school graduates (veterans and persons over the age of 19 who have been out of high school at least one year or whose senior class has graduated one year previously) may be admitted if they attain a standard score of 40 (which is the state requirement for a diploma) on each of the five parts of the General Educational Development Test or an average standard score of 45 or above on the entire test. GED scores must be sent directly to the Office of Admissions from the testing center or county superintendent of schools.

Applicants for admission who have held the GED more than five years at the time of application for admission do not need ACT or SAT scores except for admission to the engineering or nursing programs. Applicants holding the GED less than five years must submit scores for either the ACT or SAT. Students admitted without ACT or SAT scores must take the AS

placement examination prior to course registration.

Applicants for admission should submit a detailed résumé of their activities (employment, military service) from the time they left high school until their planned enrollment at Shepherd College.

Admission to Limited Enrollment Programs

Admission to the Engineering Program

Students seeking admission into the Associate of Science Degree Program in Engineering at Shepherd College must meet the general requirements for admission to the College. They also must meet the following additional requirements for admission into the engineering program which has a limited enrollment:

1. Have completed two units in laboratory science, two units in algebra, one unit in plane geometry, and one unit in trigonometry (or advanced math).
2. Have a minimum ACT math score of 24, or if a West Virginia resident have a B high school average and a minimum ACT math score of 21.

Students not initially meeting these requirements may be admitted to the program on an individual basis upon satisfactory completion of appropriate college courses.

Admission to the Nursing Programs

Associate of Science Degree in Nursing

Students seeking admission into the Associate of Science Degree Program in Nursing at Shepherd College must meet the general requirements for admission to the College. They must submit to the Office of Admissions:

1. The application for admission to Shepherd College.
2. Transcripts of high school work showing a grade point average of 2.5 or better or transcripts showing previous college work with a grade point average of 2.0 or better. If GED is taken, submit the results.
3. Freshman applicants must have an Enhanced ACT of 20 or Recentered Scholastic Assessment Test scores of 970 (860 on the old SAT).

After complying with the above steps, the student must complete the following by February 1 and submit to the Department of Nursing office:

1. A Department of Nursing application for admission into the Associate of Science Degree Program.
2. A letter of reference from someone able to assess the applicant's potential success in nursing.
3. Meet with the department chair or designee for an advising conference. Appointment to be scheduled by student prior to February 1.

Bachelor of Science Degree in Nursing

The generic student seeking enrollment in the Bachelor of Science Degree Program in Nursing must meet the requirements for admission as stated in the College *Catalog*. Freshman and sophomore students will be designated as "pre-nursing" students and must be advised by nursing faculty.

Students would be candidates for admission into the nursing program in the spring of their sophomore year upon meeting the following criteria:

1. Eligible to complete the 63 lower division course hours as identified in pre-nursing curriculum prior to matriculation.
2. Completion of NURS 231 Introduction to Nursing.
3. Cumulative grade point average of 2.5; must achieve grade C or above in the following courses: BIOL 225/227, BIOL 226/228, NURS 231.
4. Submit a Department of Nursing Education application for admission.
5. Submit a letter of reference.
6. Meet with the department chair or designee for an advising conference.

Admission of International Students

To be admitted, the international student must demonstrate proficiency in both written and spoken English. Such proficiency can be established by the successful completion of the Test of English as a Foreign Language (TOEFL), administered by the Educational Testing Service, Princeton, New Jersey 08540. A score of at least 550 on the paper test or 213 on the computer test is required for admission to Shepherd College. Information concerning this test can be secured through the United States Embassies and Consulates throughout the world or by writing to TOEFL, 1755 Massachusetts Avenue, N.W., Washington, D.C. 20036.

The applicant must file an application for admission, a health form, and an official transcript of all academic credits and grades. This transcript must be sent directly to the Office of Admissions at Shepherd College by the institution the applicant last attended. Scholastic attainment must be equivalent to that of a high school graduate in the United States. Freshman applicants must also submit scores from the Enhanced American College Test (ACT) with a score of 20 or better, or Recentered Scholastic Assessment Test (SAT) scores of 970 (860 on the old SAT) or better. Decisions about admission cannot be made until complete records have been received by Shepherd College and reviewed by the U.S. Office of Education, International Division, Washington, D.C.

Advising for international students is provided in the Office of Student Affairs.

Since no financial assistance is available to international students attending Shepherd College, arrangements for all expenses should be made in the student's native country.

Admission of Transfer Students

Any applicant for admission to Shepherd College who has attended another institution at the collegiate rank will be classified as a transfer student, whether or not credit was earned. The College does not, under any condition, disregard college or university courses taken or credit earned elsewhere. Failure to report enrollment at another college or university and failure to have transcripts sent to Shepherd is considered as a falsification of the admissions application for all applicants found to be in violation of College policy are subject to disciplinary action. Credit earned at other accredited colleges and universities will be allowed toward a degree at Shepherd College if applicable. College transfer students are required to have a 2.0 or better overall grade point average on all courses attempted (a grade point average of 2.5 is recommended) and eligibility to return to their former colleges. A student who is on either academic or social probation at another institution is not eligible for admission to Shepherd College. Individuals who have been out of college for a period of at least two full academic years (24 months) may be considered for admission on academic probation if their grade point average is less than 2.0. During the period of probation, the individual must meet the regulations of the probation policy in effect at the time of attendance. Applicants who have completed less than 15 semester or 2 quarter hours of course work must submit copies of their high school transcript and Enhanced ACT or Recentered SAT scores in addition to the required college transcripts. Both high school and college credentials will be used in the admissions evaluation. Transcripts received by Shepherd become the property of the College and cannot be returned to the student.

All grades and credits transferred to Shepherd College are posted on the student's permanent record exactly as received from all other colleges with the following proviso: 1) plus and minus signs will be ignored, and 2) D and F grades can be replaced only if earned within the first 60 hours attempted. For admission purposes all grades on the student's transcript(s) will be used in computing the grade point average. Official transcripts must be mailed directly to Shepherd from all colleges which the prospective student has previously attended.

Credit Hours Transfer Policies

Matriculating students who transfer from a regionally-accredited junior or community college are assigned a maximum of 72 semester hours toward the 128 credit hour minimum for graduation from Shepherd College. In compliance with West Virginia higher education board policy, students who have completed more than 72 hours of course work may select the courses they wish to be evaluated as part of their semester hours of credit counted toward graduation. The total number of credit hours earned will be calculated in the student's overall grade point average. Credits from colleges that do not have regional accreditation are assigned on the basis used by the state university in the state where the nonaccredited college is located.

After enrollment at Shepherd College, a student may not transfer to this institution any courses in major, minor, or teaching fields. Advance permission will be required to take any course at another institution and transfer it to Shepherd College. (See Section V for details.)

Students planning to enter teacher education should be aware that a minimum GPA of 2.5 is required for admission into the professional teacher education program. Students planning to enter elementary education or secondary education also must have a minimum GPA of 2.5 in their respective teaching fields.

Shepherd College has developed transfer articulation agreements with many regional two-year and community colleges. These agreements facilitate the transferring of credits among participating institutions. Students may consult these documents for information on specific course-by-course transfer and are urged to do so early in planning their college programs. These articulation agreements only apply to courses taken prior to the first enrollment at Shepherd College. Thereafter advance permission (green form) is required.

Class standing at Shepherd College is based on the semester or quarter-hours transferable to Shepherd.

Transfer Articulation Agreements

Articulation agreements have been developed with the following institutions:

- Allegheny Community College, Cumberland, Maryland
- Anne Arundel Community College, Arnold, Maryland
- Carroll Community College, Westminster, Maryland
- Catonsville Community College, Catonsville, Maryland
- Cecil Community College, North East, Maryland
- Charles County Community College, LaPlata, Maryland
- Chesapeake College, Wye Mills, Maryland
- Delaware Tech Community College, Delaware
- Dundalk Community College, Dundalk, Maryland
- Essex Community College, Baltimore County, Maryland
- Frederick Community College, Frederick, Maryland
- Garrett Community College, McHenry, Maryland
- Hagerstown Community College, Hagerstown, Maryland
- Harford Community College, Bel Air, Maryland
- Harrisburg Area Community College, Harrisburg, Pennsylvania
- Howard Community College, Columbia, Maryland
- Lord Fairfax Community College, Middletown, Virginia
- Montgomery College, Rockville, Takoma Park, and Germantown, Maryland
- Northern Virginia Community College, Annandale, Alexandria, Sterling, Manassas, and Woodbridge, Virginia
- Parkersburg Center of West Virginia University, Parkersburg, West Virginia
- Potomac State College, Keyser, West Virginia
- Prince Georges Community College, Largo, Maryland
- Southern West Virginia Community College, Logan and Williamson, West Virginia
- Virginia Community College System, Richmond, Virginia
- West Virginia Northern Community College, Wheeling and Weirton, West Virginia
- WOR-WIC Community College, Salisbury, Maryland

There is also a common core articulation for general studies among all West Virginia public institutions of higher education.

Applicants interested in the details of these articulation agreements should contact one of the colleges involved or the Office of Admissions at Shepherd College. Officials of other institutions desiring articulation agreements with Shepherd College should contact the director of admissions at Shepherd.

Admission of Handicapped Students

In accordance section 504 of the Rehabilitation Act of 1973, and by 45 CFR 84, "Nondiscrimination on Basis of Handicap," Shepherd College is committed to nondiscrimination on the basis of handicap in the areas of employment, program accessibility, admissions, accessibility of physical facilities, treatment of students, academic adjustments, housing, financial aid, employment assistance to students, and in nonacademic services. No otherwise qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program sponsored by the College. Some disabilities are considered to be a barrier to completion or admission into the Nursing Education Program.

College officials desire to provide every possible assistance to handicapped students. To do this, however, they must have reasonable notice of the special accommodations they will be asked to provide. Inquiries or requests should be directed to the campus American with Disabilities Act (ADA) coordinator, Gardiner Hall 106 or the Office of Student Affairs, College Center.

Readmission of Students

An application for admission must be completed by any individual who was not enrolled the semester immediately preceding intended readmission to Shepherd. A health record is valid for five years after original submission. Residence hall applications and deposit checks of \$50 should be submitted after readmission to the institution has been granted if on-campus housing is desired and/or required (see section on Residence Life). Students who have been academically suspended from the College should be sure that they are eligible for readmission prior to the submission of the application form.

Applicants for readmission who have been academically suspended, who have been placed on academic probation, or who have below a 2.0 grade point average will be required to meet with the director of academic support services before the Office of Admissions can process the readmission application. The meeting will introduce the student to the varied academic support services and determine through placement testing if the applicant can benefit from these services. Based on the results of these assessments, enrollment in and successful completion of ACFN 096 College Study Skills during the first semester of re-enrollment may be required. Since testing and evaluation of test results require several days, students should submit readmission applications according to the dates at the beginning of this section of the *Catalog* and schedule the appropriate meeting with the academic support services director.

Applicants for readmission must submit a detailed résumé of their activities (employment, military service) from the time of last enrollment at Shepherd until their planned return to the College.

Admission of Transient Students

Students who desire to enroll as transient students may do so upon the submission of a letter of good standing mailed directly to the Office of Admissions at Shepherd College from the institution in which the student last attended. Also required is the submission of an application for admission at least one month prior to the opening of the semester in which the student decides to enroll.

Admission of Special Students

Persons may be considered for admission as special students upon completing an application. Special students may enroll in those courses for which they are qualified. If at a later date, special students decide to work toward a degree at Shepherd College, they must submit all documentation (transcripts, test scores) required and be admitted as degree candidates. Transcripts may be required to evaluate competencies before enrolling in certain courses. Course work taken at Shepherd College may not be used to raise a grade point average deficiency earned at another institution.

If a student enrolled as a special, non-degree student wishes to change his or her enrollment status to that of a degree-seeking student, he or she needs to complete an admissions application form and a change of degree form (available in the Office of Admissions) and submit them along with the \$25 admissions application fee to the Office of Admissions with all required documentation (transcripts, test scores). Students changing degree status must meet all stated admission requirements as listed in the *Catalog* at the time the change of degree status is initiated.

Early Admission Plan

Secondary school students with superior ability and maturity are eligible for admission to Shepherd College after completion of three years of secondary school. They must be endorsed by their high school principal and counselor, have a high school grade point average of 3.5, and scores of 29 or better on the Enhanced American College Test (ACT) or a score of 1270 (1200 on the old SAT) or better on the Recentered Scholastic Assessment Test (SAT). Applicants must be mature enough to make adequate adjustment to college life. Emphasis is placed, therefore, on the high school record, recommendations from high school personnel, and the student's personal interviews with Shepherd College admissions and student affairs staff members. Once admitted, early entrants have the same status as other students; they take regular college programs and are required to meet the usual standards of performance. They are eligible for College scholarships on equal terms with entering high school graduates, but they are not eligible for federal financial aid, which requires high school graduation or the GED. Individuals desiring information about the early admission program should contact the Office of Admissions.

Early Action Plan

Shepherd College offers an Early Action Plan to students whose first choice of colleges is Shepherd. This plan is designed to reduce the burden of the admissions process for those applicants who are considered highly desirable for admission by the College and who fully intend to matriculate. A student applying for admission under the Early Action Plan should possess high academic qualifications, and have a minimum grade of B (3.0) and Enhanced ACT scores of at least 24 or Recentered SAT scores of at least 1100 (1000 on the old SAT) at the end of the sixth semester of high school. These students must meet all the admissions requirements outlined in the *College Catalog*. Under this plan, a qualified applicant whose complete admissions application and all supporting credentials are on file in the Office of Admissions by November 15 should receive notice of acceptance by December 15. Students interested in applying under the Early Action Plan should write to the Office of Admissions at Shepherd College for further information.

Delayed Enrollment Plan

Students who are offered admission to the freshman class at Shepherd College may postpone their enrollment for one year. Admitted freshmen who choose this option must submit a letter requesting that their application be reconsidered by January 1 for the fall semester or summer terms, or by October 1 for the spring semester. These students are guaranteed space, except in the engineering and nursing programs, if they satisfy previous admission requirements made as conditions of their original admission. Applicants for admission should submit a detailed résumé of their activities (employment, military service) from the time they left high school until their planned enrollment at Shepherd College. They must have an honorable record in the intervening year. Assurance of future admission does not apply to students who enroll in another college or university during the intervening period; in such cases, it is necessary to consider the student as a transfer applicant based on the course work taken at the other college or university. Students delaying enrollment must complete a new admissions application form to update personal information and their proposed academic program. Students electing the delayed enrollment plan are not guaranteed residence hall housing and must meet established housing application deadlines.

International Baccalaureate

Shepherd College recognizes the International Baccalaureate (IB) curriculum as a strong pre-college academic program and encourages applicants to complete the requirements for the IB diploma. Advanced standing will be awarded for higher level exams with scores of 5, 6, or 7 to students who present either the IB diploma or individual IB exam scores. Credit is not awarded for standard level exams.

Individual academic departments determine how credit will be awarded for IB exams in a manner similar to the awarding of credit for Advanced Placement exams.

Shepherd College will award credit for higher level examinations as follows:

Art/Design	ART 104 Introduction to Visual Arts (majors) and elective: 6 hours.
Biology	BIOL 101 and 102 General Biological Science and Labs: 8 hours.
Chemistry	CHEM 207 and 209 General Chemistry and Labs I and II: 8 hours.
Computer Science	CIS 211 and 312 Computer Language Concepts and Advanced Computer Language Concepts: 8 hours.
Economics	ECON 205 and 206 Principles of Macroeconomics and Principles of Microeconomics: 6 hours.
English A	ENGL 101 Written English I: 3 hours.
French B	FREN 101 and 102 Elementary French I and II: 6 hours.
Geography	GEOG 101 Principles of World Geography and elective: 6 hours.
German B	GERM 101 and 102 Elementary German I and II: 6 hours.
History/America	HIST 201 and 202 History of the United States I and II: 6 hours.
History/Africa	HIST 320 Sub-Saharan Africa and elective: 6 hours.
History/Europe	HIST 102 and 103 History of Civilization II and III: 6 hours.
Mathematics	MATH 108 and 205 Precalculus and Calculus with Applications: 7 hours
Philosophy	PHIL 101 and 305 Introduction to Philosophy and History of Philosophy: 6 hours.
Physics	PHYS 201 and 202 College Physics I and II and Labs: 8 hours.
Psychology	PSYC 203 Introduction to Psychology and elective: 6 hours.
Social Anthropology	ANTH 315 Cultural Anthropology and elective: 6 hours.
Spanish B	SPAN 101 and 102 Elementary Spanish I and II: 6 hours.

To receive credit for International Baccalaureate Higher Level examinations, students must have the IB examination results sent to the Office of Admissions at Shepherd College. Academic departments may add or delete credit for these examination if course content or examinations change.

ADMISSION TO THE COMMUNITY AND TECHNICAL COLLEGE

Through the Community and Technical College of Shepherd College, individuals may enroll in course work leading to an associate's degree in either college transfer or occupational/technical curricula if they have a high school diploma or GED. ACT or SAT scores must be submitted unless the applicant has been out of high school at least five years. Applicants not submitting ACT or SAT scores will take on-campus placement tests. Applicants should refer to the appropriate *Catalog* sections (freshman, transfer, or readmitted students) for admissions procedures. Persons not seeking a formal degree program also may enroll in course work as well as those persons who seek to develop basic academic skills prior to applying for admission into degree programs.

Persons not seeking a formal degree program may enroll as special non-degree students in courses for which they are qualified if they possess a high school diploma or GED. If at a later date these persons decide to work toward a formal degree program, they will be required to submit all documents (transcripts, test scores) as part of their admission procedures for the degree program. Students admitted without ACT or SAT scores must take the ASSET placement examination prior to course registration.

Individuals seeking a degree program who do not meet the stated grade point average or test score admissions requirements for degree programs may enroll in the Academic Foundations Program which assists students in improving reading, mathematics, communication, and study skills essential for college success. Upon successful completion of the Academic Foundations Program, a student will work toward fulfilling curricular requirements in a selected degree program and be assigned an academic advisor in that area.

Associate's degree programs are offered in a variety of fields of study, preparing individuals for transfer to a baccalaureate program or employment in particular occupations. Admissions

requirements for the associate's degree programs are listed under the appropriate headings of this policy. Students may enroll in baccalaureate degree programs from the college transfer programs if they meet the stated admissions requirements.

MISCELLANEOUS ADMISSION INFORMATION

High School Honors Program

The Shepherd College High School Honors Program offers a stimulating experience to outstanding and highly-motivated high school students enrolled in local secondary schools. To enroll in College classes, students must submit an application for admission and a letter of recommendation from the high school principal or guidance counselor.

The High School Honors Program can admit only a limited number of students who meet its standards. Applicants who are completing or have completed their junior year of high school will be screened for ability, interests, initiative, emotional stability, and social maturity.

Students enroll in regular college courses under the same regulations which apply to all undergraduate students registered for credit at Shepherd College. Depending on background, aptitudes, and recommendations from high school personnel, the student may choose a wide variety of college courses. Because a major purpose of this program is to ensure a complete and realistic introduction to college studies, only a limited number of students are admitted to any one section of a course.

Students apply for enrollment in the program at Shepherd College using a special admission application form. Applicants should submit the completed special admission application form to their guidance counselor who will attach the letter of recommendation and forward them to Shepherd College. A copy of the students' high school transcript and Enhanced ACT or Recentered SAT scores should accompany the application for course placement purposes. Officials of Shepherd College must approve the specific courses in which the students enroll.

Credit earned in the High School Honors Program is applicable toward a degree at Shepherd College. The credits are transferable, depending on the policies of the receiving institutions.

Questions concerning the Shepherd College High School Honors Program should be directed to the provost of the Community and Technical College.

Concurrent Admissions Program (ConAP)

Shepherd College participates with the U.S. Army Recruiting Command in the Concurrent Admissions Program (ConAP), which permits eligible Army enlistees to receive admission to college concurrent with their military enlistment and defer their college enrollment for classes for up to two years after discharge, and matriculate as veterans after they leave active duty. ConAP enlistees receive information and applications about the program from their Army recruiter. After receiving the completed forms from the Army's battalion education specialist, the Office of Admissions will send the enlistee the necessary College admissions applications for completion and return to Shepherd College. Shepherd College will serve as the enlistee's "home college" and will approve, for transfer back to Shepherd, courses from other colleges which may be taken while the enlistee is on active duty. The director of admissions at Shepherd serves as the liaison with the enlistee while in the military and a selected faculty member will serve as the enlistee's advisor.

Servicemembers Opportunity College

Shepherd College has been designated as an institutional member of Servicemembers Opportunity Colleges (SOC), a group of over 400 colleges and universities providing voluntary post-secondary education to members of the military throughout the world. As an SOC member, Shepherd recognizes the unique nature of the military lifestyle and has committed itself to easing the transfer of relevant course credits, providing flexible academic residency requirements, and crediting learning from appropriate military training and experiences. SOC has been developed jointly by educational representatives of each of the Armed Services, the Office of the Secretary of Defense, and a consortium of 13 leading national higher education associations. It is sponsored by the American Association of State Colleges and Universities (AASCU) and the American Association of Community Colleges (AACC).

College Credit for Military Service

Students who have completed basic training in military service may be granted a maximum of four semester hours credit, which may be used to satisfy general studies physical education and/or elective requirements. It is the student's responsibility to request this credit and to verify this military experience to the registrar. If the student was not in the Army or other service branch that has basic training, then Shepherd College will grant the same credit to individuals who present a certified copy of their DD-214 Form after completing a minimum of one year of active military service.

Correspondence work completed at accredited institutions of higher learning cooperating with the Armed Forces Institute is accepted by colleges in West Virginia. The amount of credit allowed by the institution where credit was earned, however, must not exceed 28 semester hours.

Air Force ROTC

Air Force Reserve Officer Training Corps (AFROTC) is available to Shepherd College students through an agreement with the University of Maryland at College Park. AFROTC courses are scheduled so that students from Shepherd may complete all AFROTC requirements during one morning per week at the College Park campus. In addition, students are eligible to compete for all AFROTC scholarships and flying programs. The four-, three-, and two-year scholarships pay tuition, books, fees, and a \$100 per month subsidy.

After graduation from Shepherd and successful completion of the AFROTC requirements at the University of Maryland, students are commissioned second lieutenants in the Air Force. Students interested in AFROTC may contact:

AFROTC Det 330
University of Maryland
Cole Field House, Room 2126
College Park, MD 20742-4321
301/314-3242 or 3243

Policy Regarding Residency Classification of Students for Admission and Fee Purposes

The Board of Directors of the State College System of West Virginia adopted the following regulations governing the residency classification of students for admission and fee purposes at all institutions under its jurisdiction effective July 2, 1990.

Classification for Admission and Fee Purposes

1. General: Students enrolling in a West Virginia public institution of higher education shall be assigned a residency status for admission, tuition, and fee purposes by the institutional officer designated by the president. In determining residency classification, the issue is essentially one of domicile. In general, the domicile of a person is that person's true, fixed, permanent home and place of habitation. The decision shall be based upon information furnished by the student and all other relevant information. The designated officer is authorized to require such written documents, affidavits, verifications, or other evidence as is deemed necessary to establish the domicile of a student. The burden of establishing domicile for admission, tuition, and fee purposes is upon the student.

If there is a question as to domicile, the matter must be brought to the attention of the designated officer at least two weeks prior to the deadline for the payment of tuition and fees. Any student found to have made a false or misleading statement concerning domicile shall be subject to institutional disciplinary action and will be charged the nonresident fees for each academic term theretofore attended.

The previous determination of a student's domiciliary status by one institution is not conclusive or binding when subsequently considered by another institution; however, assuming no change of facts, the prior judgment should be given strong consideration in the interest of consistency. Out-of-state students being assessed resident tuition and fees as a result of reciprocity agreement may not transfer said reciprocity status to another public institution in West Virginia.

2. Residence Determined by Domicile: Domicile within the state means adoption of the state as a fixed permanent home and involves personal presence within the state with no intent on the part of the applicant or, in the case of the dependent student, the applicant's parent(s) to return to another state or county. Residing with relatives (other than parent(s)/legal guardian) does not, in and of itself, cause the student to attain domicile in this state for admission of fee payment purposes. West Virginia domicile may be established upon the completion of at least 12 months of continued presence within the state prior to the date of registration, provided that such 12 months' presence is not primarily for the purpose of attendance at any institution of higher education in West Virginia. Establishment of West Virginia domicile with less than 12 months' presence prior to the date of registration must be supported by evidence of positive and unequivocal action. In determining domicile, institutional officials should give consideration to such factors as the ownership or lease of a permanently-occupied home in West Virginia, full-time employment within the state, paying West Virginia property tax, filing West Virginia income tax returns, registering of motor vehicles in West Virginia, possessing a valid West Virginia driver's license, and marriage to a person already domiciled in West Virginia. Proof of a number of these actions should be considered only as evidence which may be used in determining whether or not a domicile has been established. Factors militating against the establishment of West Virginia domicile might include such considerations as the student not being self-supporting, being claimed as a dependent on federal or state income tax returns or on the parents' health insurance policy if the parents reside out of state, receiving financial assistance from state student aid programs in other states, and leaving the state when school is not in session.

3. Dependency Status: A dependent student is one who is listed as a dependent on the federal state income tax return of his or her parent(s) or legal guardian or who receives major financial support from that person. Such a student maintains the same domicile as that of the parent(s) or legal guardian. In the event the parents are divorced or legally separated, the dependent student takes the domicile of the parent with whom he or she lives or to whom he or she has been assigned by court order. However, a dependent student who enrolls and is properly classified as an in-state student maintains that classification as long as the enrollment is continuous and that student does not attain independence and establish domicile in another state.

A nonresident student who becomes independent while a student at an institution of higher education in West Virginia does not, by reason of such independence alone, attain domicile in this state for admission or fee payment purposes.

4. Change of Residence: A person who has been classified as an out-of-state student and who seeks resident status in West Virginia must assume the burden of providing conclusive evidence that he or she has established domicile in West Virginia with the intention of making the permanent home in this state. The intent to remain indefinitely in West Virginia is evidenced not only by a person's statements, but also by that person's actions. In making a determination regarding a request for change in residency status, the designated institutional officer shall consider those actions referenced in section two above. The change in classification, if deemed to be warranted, shall be effective for the academic term or semester next following the date of the application for reclassification.

5. Military: An individual who is on full-time active military service in another state or a foreign country, or an employee of the federal government, shall be classified as an in-state student for the purpose of payment of tuition and fees, provided that person established a domicile in West Virginia prior to entrance into federal service, entered the federal service from West Virginia, and has at no time while in federal service claimed or established a domicile in another state. Sworn statements attesting to these conditions may be required. The spouse and dependent children of such individuals also shall be classified as in-state students for tuition and fee purposes.

Persons assigned to full-time active military service in West Virginia and residing in the state shall be classified as in-state students for tuition and fee purposes. The spouse and dependent children of such individuals shall also be classified as in-state students for tuition and fee purposes.

6. Aliens: An alien who is in the United States on a resident visa or who has filed a petition for naturalization in the naturalization court, and who has established a bona fide domicile in West Virginia as defined in section two, may be eligible for in-state residence classification, provided that person is in the state for purposes other than to attempt to qualify for residency status as a student. Political refugees admitted into the United States for an indefinite period of

time and without restriction on the maintenance of a foreign domicile may be eligible for an in-state classification as defined in section two. Any person holding a student or other temporary visa cannot be classified as an in-state student.

7. **Former Domicile:** A person who was formerly domiciled in the state of West Virginia and who would have been eligible for an in-state residency classification at the time of his/her departure from the state may be immediately eligible for classification as a West Virginia resident provided such person returns to West Virginia within a one-year period of time and satisfies the conditions of Section 2 regarding proof of domicile and intent to remain permanently in West Virginia.

8. **Appeal Process:** The decision of the designated institutional official charged with the initial determination of residency classification may be appealed in accordance with appropriate procedures established by the president of the institution. At a minimum, an institutional committee on residency appeals will be established to receive and act on appeals of initial residency decisions made by the designated institutional official. The residency appeal procedures also will include provisions for appeal of the decision of the institutional committee on residency appeals to the president of the institution. The appeal shall end at the institutional level.

How to Contact Offices and Committees Referred to in This Section

• Academic Support Services, Shepherd College, Shepherdstown WV 25443. Telephone: 304/876-5221. E-mail: hseiler@shepherd.edu. URL: www.shepherd.edu/ctcweb/support.htm.

• Admissions and Credits Committee, Chair, Shepherd College, Shepherdstown, WV 25443.

• Admissions Office, Shepherd College, Shepherdstown, WV 25443. Telephone: 304/876-5212. Fax: 304/876-5165. E-mail: admoff@shepherd.edu. URL: www.shepherd.edu/pub_info/admissions.html.

• Americans with Disabilities Act Coordinator, Shepherd College, Shepherdstown, WV 25443. Telephone: 304/876-5276.

• Community and Technical College, Shepherd College, Shepherdstown, WV 25443. Telephone: 304/876-5203. E-mail: pcheckov@shepherd.edu. URL: www.shepherd.edu/ctcweb.

• Office of Financial Aid, Shepherd College, Shepherdstown, WV 25443. Telephone: 304/876-5470. Fax: 304/876-5238.

• Residence Life Office, Shepherd College, Shepherdstown, WV 25443. Telephone: 304/876-5172. Fax: 304/876-5150. URL: www.shepherd.edu/rloweb/index.html.

SECTION III

STUDENT LIFE

STUDENT AFFAIRS

The Office of Student Affairs provides a variety of educational and administrative services, programs, and activities to help enrich student life and to support the academic goals of the College. Recognizing that the educational experience extends beyond the classroom, the staff is committed to the integration of curricular, co-curricular, and other activities and programs to create a living and learning environment which supports the personal growth and development of the whole student.

The concepts of human growth and development underlie the programs, activities, and services of the Office of Student Affairs. Such services, discussed individually below, include orientation, counseling and career services, residence life, food service, health services, leadership development, student activities, and financial aid (discussed in detail in Section IV).

Certain annual traditional events are also coordinated by the student affairs staff. These include Family Day, Homecoming, Winter Carnival, Spring Weekend, and Student Recognition Day. Thus, from the time of enrollment through orientation to career assistance following graduation, the student affairs staff provides comprehensive services and assistance to Shepherd students.

Orientation to College

Shepherd conducts a two-phase orientation program to help students make a smooth transition from high school, home, or work to college. Phase one consists of a two-day summer program which gives new students an opportunity to meet with faculty, discuss their academic program, and schedule classes for the fall semester. Phase two of the program, conducted in the fall, also provides opportunities for academic advisement and is designed to help new students make a smooth adjustment to college life. Because the College feels that orientation is important whether the student is newly graduated from high school, has been a homemaker, or is entering college from the world of work, all new students accepted for admission in the fall semester are required to attend. Dates for the summer program are announced to newly-admitted students early in the spring. The College also conducts an orientation program in January for new, transfer, or readmitted students.

Career Development Center

Career planning is a developmental process and must be fostered during the entire period of a student's involvement with the institution and beyond. The primary purpose of the Career Development Center is to aid students in developing, evaluating, and effectively initiating and implementing career plans. The Career Development Center carries out this mission through three separate components: Career Services, Cooperative Education, and the Washington Gateway Program.

Career Services works with students who want to refine their career plans by offering professional, individualized career counseling and assessment. Career Services also maintains a well-stocked career resource library that includes information on graduate school programs, employment literature, and job opportunities. In addition to these services, Career Services provides assistance with development of credential files, résumés, and other job search skills. Another important function of Career Services is to sponsor career fairs, which bring employers and students together.

Cooperative Education (Co-op) enables students to combine classroom study with real work experiences that relate to their major. The Cooperative Education Office maintains information on co-op and internship opportunities. The co-op staff works closely with students in finding off-campus assignments.

The Washington Gateway is a new concept that enables the College to incorporate the resources of the metropolitan area into its curriculum. Through joint coordination by the Washington Gateway and academic departments, the College offers specialized courses and semesters that are tailored to academic disciplines. These programs permit students to travel into the Washington/Baltimore area; provide the opportunity for internships or co-ops in the metro area; and bring various Washington government leaders, speakers, and lecturers to campus.

The Career Development Center is located on the second floor of the College Center, room 201.

Residence Life

At Shepherd College, residence hall life is considered an important part of the educational program. Because learning does not stop at the classroom door, the experience of living in a residence hall can play an important role in affecting the development of the whole student. The residence life staff, along with trained student RAs, work together to create a living environment which assists students in furthering their intellectual, personal, emotional, and social growth and development. **Thus, all single, full-time students not commuting from home, regardless of age, are required to live in a College residence hall. Exceptions to the policy are explained in the *Student Handbook*.**

Activities, programs, and counseling services are planned and carried out for the benefit of residents, providing them with opportunities to learn to live happily and comfortably within groups. A major value of the experience is learning to live without infringing upon the rights of others. To this end, the residence halls have specific standards developed by the staff and residents to assist in group living and citizenship education.

By accepting a room reservation in a residence hall, students agree that they will follow the rules and regulations found in the *Residence Hall Handbook* and the *Student Handbook* and will not conduct themselves in any way that will infringe upon the rights and privileges of other individuals or the group.

Rooms are furnished with single beds, chests, desks, and chairs. Students supply linens, pillows, blankets, bedspreads, mattress covers, and accessories to suit their tastes.

The College is not responsible for the personal property of students in a residence hall. Normally, all personal property is removed when a student withdraws, but in unusual circumstances the College will store personal property for two weeks. Any property left two weeks after a student has withdrawn will be discarded.

Food Services

The College operates a full-service Dining Hall located conveniently on Residence Hall Circle between Kenamond and Turner halls. All residence hall students are required to purchase the meal plan unless they have been excused by the dean of student affairs. Off-campus students may take advantage of the College food service either by purchasing a meal ticket from the College Business Office or by paying for meals at the time they are purchased. Food is served cafeteria-style.

Health Services

Health services are provided by the Health Center located on the ground floor in the west wing of Gardiner Hall. The Health Center staff, consisting of an affiliated College physician, head nurse, and several duty nurses, is dedicated to helping students maintain their health so they can continue their education. The Center is open from 8:30 a.m.-noon and from 1-4 p.m., Monday through Friday, and is equipped with medical and surgical instruments for examination, diagnosis, and treatment of minor medical conditions. In addition to a waiting area, an office, and treatment rooms, it has an infirmary with accommodations for bed patients.

After being admitted to the College, all new students, including transfer students, must file a student health record form, provided by the director of admissions, with the College Health Center. Shepherd College will not assume financial responsibility for medical treatment beyond the regular services of the College nurse and physician. In case of serious illness, the student may

be hospitalized or families may be requested to take the student home to their family physician.

Special health services are available to veterans at the Veterans Administration Center, Martinsburg, West Virginia.

PROGRAMS AND ACTIVITIES

The College Center

A popular social and recreational spot on campus is the College Center. The College Center provides resources and programs which enrich the community life on campus. Through various boards, committees, and staff, the College Center provides cultural, social, and recreational programs aimed at supplementing the campus instructional program.

What specifically does the College Center offer? It is the location of a cafeteria snack bar known as the Ram's Den that offers evening snack and food items, along with popular movies on the large-screen TV. It also has a bookstore and gift shop, numerous recreation areas, a student lounge, a commuting student lounge, several meeting rooms, and a variety of offices.

The recreation rooms include: 1) eight bowling lanes, 2) a large activity room with pool tables, card tables, table tennis, and board games which may be checked out with a valid ID, 3) a ballroom for movies, large meetings, or special events, and 4) several meeting rooms used for study, relaxation, or by recognized organizations for weekly meetings.

The College Center has meeting rooms and numerous offices that are used by recognized campus organizations, including the Student Government Association, the campus Program Board, the assistant College Center director for programming and management, the counseling staff, and the vice president and deans of student affairs.

Performing Arts Series at Shepherd (PASS)

Shepherd College plans a full range of creative arts and lecture-forum programs to enrich and extend a student's educational experiences. Internationally-known performers in the arts, leading scholars, and other prominent specialists are brought to the campus each year. Students and faculty members also contribute to the creative arts programs of the campus. Student-faculty art exhibits, recitals, concerts, and plays are a valuable part of campus life. As a result of this cooperative effort, significant and enjoyable programs are held each year for the benefit of students and community.

Student Activities Programming

The Program Board is the student committee responsible for helping to develop a stimulating, creative, and enjoyable campus environment through the planning of special events and functions such as dances, movies, coffee house acts, specialty acts, and tournaments. The movies scheduled are among the latest released for distribution to college audiences. A favorite Program Board annual event is Spring Weekend. Any student in good academic standing interested in this aspect of campus life is invited to join the Program Board and to serve on one of its subcommittees which include: concerts, movies, dance, special events, contemporary issues, publicity, and games and tournaments.

When dances and movies are held in the College Center, admission is open to Shepherd students, their dates, and guests. Students must show valid ID cards. Guests must show identification such as a driver's license.

Religious Life

Shepherdstown has a variety of churches including Baptist, Episcopal, Lutheran, Methodist, Presbyterian, Reformed, and Roman Catholic. Synagogues and churches of other denominations are located in nearby communities. Various religious groups sponsor recognized campus organizations which offer many opportunities for spiritual fellowship. These organizations sponsor rap sessions, study groups, coffee houses, and other similar activities. Ministers from local churches serve campus students on an informal basis and are available for religious counseling or guidance.

Student Conduct

The staff at Shepherd College assumes that students enroll with a sincere desire to become better educated individuals and to prepare themselves for useful, productive lives. The aim of the College is to facilitate student development in habits of study, application, self-control, integrity, honesty, and ethical standards by which to live and work. The College affirms that students have certain rights and responsibilities for contributing to their own personal growth and awareness within the framework of the campus community. The College reserves the right to take appropriate action, including separation from the College, for violations of accepted standards. All students are expected to be familiar with and to be governed by the policies found in the *Student Handbook*, available in the Office of Student Affairs in the College Center.

Student Organizations

Accounting Club	AHANA	Alpha Chi Rho
Alpha Kappa Delta	Alpha Sigma Tau	Christian Student Union
Debate and Forensics	Delta Epsilon Chi	Delta Sigma Pi
Delta Zeta	Family and Consumer Sciences	Gardiner House Council
Interfraternity Council	Junior Class	Kappa Delta Pi
Lambda Chi Alpha	M.E.N.C.	Panhellenic Council
Phi Alpha Theta	Phi Epsilon Kappa	Phi Sigma Alpha
Phi Sigma Kappa	Phi Sigma Sigma	Pi Kappa Delta
Pre Med Association	Psi Chi	Psychology Club
Shaw Hall LCC	Shepherd Educ. Student Assoc.	Shepherd Outdoor Club
Shepherd Outreach Services	Sigma Alpha Iota	Sigma Pi Epsilon
Sigma Sigma Sigma	Social Work Assoc.	Student Nurses Association
Tau Kappa Epsilon	Thacher Hall Council	Theta Xi
Turner LLC House Council	United Brothers	Vocal Soloists Association

Identification Cards

All students are furnished with an identification card. Students who pay an activity fee and an athletic fee may use this card for admission to athletic and other college events either free of charge or at a reduced rate. Students who do not pay these fees will be charged full admission to such campus activities. Students are required to carry this card at all times. Refusal to show an ID card to College officials when requested to do so is a violation of College policy. Lost cards may be replaced by paying a \$5 replacement fee. Identification cards are the property of Shepherd College and are loaned to students for their use while attending Shepherd. They are to be surrendered to the dean of student affairs upon withdrawal, transfer, or graduation.

SECTION IV

EXPENSES AND FINANCIAL ASSISTANCE

TUITION AND FEES

Payment

The West Virginia Board of Directors of the State College System regulations require the College to operate strictly on a cash basis with all payments and obligations being collected in advance. All tuition and fees must be collected in full for each semester on enrollment (registration) day.

If payment is made by check, registration will be considered incomplete until the check covering the required fees has cleared the bank on which it is written. The cashier will accept cash, money orders, or approved personal checks written for the exact amount of the obligation. All checks must be payable to Shepherd College and third-party checks will not be accepted. A student's registration may be cancelled when payment is made by a check which is dishonored by the bank. If the returned check is in payment of tuition and fees, the business office is required to declare the fees unpaid and registration cancelled. The return of a check for any reason constitutes late registration, and the applicable late-registration fee shall be assessed. In such case the student may be reinstated upon redemption of the unpaid check, payment of the \$10 returned check handling charge, and payment of the applicable late fee of \$25. The returned check fee of \$10 will be collected for each check returned unpaid by the bank upon which it is drawn, unless the drawer obtains an admission of error from the bank.

All student charges are payable at the time of registration for each semester. Students in debt to the College from a previous semester or term will not be permitted to enroll until all obligations are paid. Any outstanding and unpaid financial obligation to the College can result in withholding the student's grades, transcript of credits, diploma, and official reports. Students will not be permitted to attend classes until registration has been completed.

If a student has borrowed a short-term loan or has had any other outstanding financial obligation with Shepherd College and has defaulted, i.e., his or her account has been referred to an attorney, the magistrate's court, or a collection agent, the student will not be eligible to borrow short-term loans in the future.

Student employees will be required to pay tuition and fees at the same time as other students. The student employee will receive monthly paychecks from the State of West Virginia for work performed during the previous month. All fees and expenses are subject to change without prior notice.

Enrollment Fees Per Semester 1999-2000

West Virginia Students

Hours Enrolled	Enrollment Fee	Hours Enrolled	Enrollment Fee
12 Hours or more (full-time)	1,215.00	6 Hours	606.00
11 Hours	1,111.00	5 Hours	505.00
10 Hours	1,010.00	4 Hours	404.00
9 Hours	909.00	3 Hours	303.00
8 Hours	808.00	2 Hours	202.00
7 Hours	707.00	1 Hour	101.00

Out-of-State Students

12 Hours or more (full-time)	2,877.00	6 Hours	1,440.00
11 Hours	2,640.00	5 Hours	1,200.00
10 Hours	2,400.00	4 Hours	960.00
9 Hours	2,160.00	3 Hours	720.00
8 Hours	1,920.00	2 Hours	480.00
7 Hours	1,680.00	1 Hour	240.00

West Virginia Students Enrolled in South Branch

(Counties of Grant, Hampshire, Hardy, Mineral, and Pendleton)

12 Hours or more (full-time)	1,006.00	6 Hours	504.00
11 Hours	924.00	5 Hours	420.00
10 Hours	840.00	4 Hours	336.00
9 Hours	756.00	3 Hours	252.00
8 Hours	672.00	2 Hours	168.00
7 Hours	588.00	1 Hour	84.00

Out-of-State Students Enrolled in South Branch

(Counties of Grant, Hampshire, Hardy, Mineral, and Pendleton)

12 Hours or more (full-time)	2,668.00	6 Hours	1,332.00
11 Hours	2,442.00	5 Hours	1,110.00
10 Hours	2,220.00	4 Hours	888.00
9 Hours	1,998.00	3 Hours	666.00
8 Hours	1,776.00	2 Hours	444.00
7 Hours	1,554.00	1 Hour	222.00

Rates are subject to change by the Board of Directors of the State College System.

Audit Fees Per Semester

Enrollment fees for students enrolled in courses for audit (without credit) are the same as if credit were given.

Extracurricular Fees

Students enrolled for less than 7 credit hours have the option of paying the student activity and/or athletic fees in full and participating in these institutional programs. The basic charges are \$99 for the student activity co-curricular recreation fee and \$102 for the athletic fee per semester, respectively.

Explanation as to Use of Enrollment Fees

	West Virginia Students (Full-Time Rate)	Out-of-State Students (Full-Time Rate)
Tuition Fee: Restricted for statewide capital improvement purposes by West Virginia Statute.	\$125.00	\$400.00
Registration Fee: Restricted for statewide capital improvement purposes by West Virginia Statute.	50.00	250.00
Higher Education Resource Fee: Restricted for certain general operating purposes by West Virginia Statute.	350.00	825.00
Faculty Improvement Fee: Restricted to supplement salaries for faculty by West Virginia Statute.	45.00	130.00

Intercollegiate Athletic Fee: Restricted to defray expenses associated with the College's intercollegiate athletic program.	102.00	102.00
Student Activity Fee: Restricted to defray expenses associated with the College's student activity programs with recommendations from the Student Government Association.	32.00	32.00
Technology Fee: Restricted to defray expenses for the development of college technology.	66.00	66.00
Co-Curricular Fee: Utilized to defray expenses associated with organized educational activities related to instructional programs.	32.00	32.00
Recreation Fee: Provide comprehensive recreation program for general student body.	35.00	35.00
Student Union Fee: Restricted to defray building and other expenses associated with the Shepherd College Center.	45.00	45.00
Academic Improvement Fee: Unrestricted, generally for improvement in academic quality.	45.00	45.00
College Operation Fee: Unrestricted for general operating purposes.	268.00	895.00
Medical Fee: Restricted to defray expenses associated with the College's Health Center	20.00	20.00
TOTAL	\$1,215.00	\$2,877.00

Refund Policy

Students who withdraw in accordance with College procedures may receive a refund of tuition and fees in accordance with the schedules outlined below. (No refunds on partial withdrawals.) Refunds are determined from the first day of the school term, which officially begins with orientation and registration days. The official withdrawal date is certified by the registrar. Refund checks are issued through the State Treasury, and receipt of a refund may take up to six weeks depending upon the date of withdrawal.

Regular Session

During first and second weeks	90%
During third and fourth weeks	70%
During fifth and sixth weeks	50%
Beginning with seventh week	No Refund

Summer Terms

During first, second, and third class days	90%
During fourth, fifth, and sixth class days	70%
During seventh and eight class days	50%
Beginning ninth class day	No Refund

Title IV Programs—First Time Enrollees Only Refund Policy

The refund policy is for students who officially withdraw. There is no refund on partial withdrawals. Student may receive a refund of tuition and fees, room, board, and other institution fees in accordance with the schedule outlined below.

Regular Session

During the first and second weeks	90%
During the third week	80%
During the fourth and fifth weeks	70%
During the sixth week	60%
During the seventh and eighth weeks	50%
During the ninth week	40%
Beginning with the tenth week	No Refund

Summer Term

During the first 14% of the term	90%
From 15% to 20% of the term	80%
From 21% to 34% of the term	70%
From 35% to 40% of the term	60%
From 41% to 54% of the term	50%
From 55% to 60% of the term	40%
After 60% of the term	No Refund

Special Fees

Application for Graduation	\$35.00
Admission Application Fee (nonrefundable)	25.00
Diploma Replacement	20.00
Graduation	35.00
Identification Card Replacement	5.00
Late Registration or Late Payment	25.00
Orientation	40.00
Parking—per year, per vehicle (Day)	20.00
Regents Bachelor of Arts (RBA) Evaluations	200.00
Returned Check Handling	10.00
Special Examination per credit hour	25.00
Transcripts—after first transcript	3.00
Emergency Transcript	10.00
Withdrawal from Class Form Fee—per transaction	5.00
Enrollment Deposit (nonrefundable)	100.00
Applied Music Fee (per 1/2 credit hour)	140.00
Science Lab Fee (per course)	20.00
Art Studio Fee (per course)	30.00
High School Student Course Fee	42.00
Nursing Lab Fee (per clinical course)	20.00

ROOM AND BOARD

Payment

Room and board charges must be paid in full at the time of registration. Private room rentals are subject to room availability and authorization of dean of student affairs. Private room cost is one and one-half times the double occupancy rate. Once a room has been occupied, the student is liable for rent for the entire semester or summer term. In accordance with the residence hall contract, no room rent will be refunded when a student withdraws from college. Students absent from campus seven or more consecutive days because of illness or other excused reason will not be charged for meals, but no deduction will be made from room rental during the absence. Board payment will be refunded four to six weeks following the date of withdrawal from the College.

All room deposits and board refunds must be authorized by the dean of student affairs.

For new freshman, transfers, and continuing students, notice of cancellation of room reservation must be received in the Office of Student Affairs by May 31 for the fall semester or by December 15 for the spring semester. Failure to meet this deadline will result in forfeiture of the room deposit.

Room and Board Rates Regular Session 1999-2000 (per semester)

Gardiner, Kenamond, Turner, Miller, Shaw, and Thatcher Halls (room)	\$998.00
Burkhart, Moler, Yost, Lurry, Martin, and Boteler Halls (room)	\$1,158.00
Board	\$1,058.00
Room Damage Deposit (Refundable)	\$50.00

Room Rates Summer Terms 1999 (per term)

Miller (room only)	\$300.00
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Rates are subject to change. Food service is generally not available during summer session. Meals may be purchased on a casual basis in the College Center.

Educational Costs Payable at Registration (per semester)

	West Virginia Students (Full-Time Rate)	Out-of-State Students (Full-Time Rate)
Tuition and Fees	1,215.00	2,877.00
Room and Board*	2,216.00	2,216.00
Total	<u>\$3,431.00</u>	<u>\$5,093.00</u>

*Room and board rates used are the higher of the College's room and board costs. The cost will vary according to the residence hall assigned.

In addition to the costs listed above, students should expect books and supplies expenses of approximately \$350, personal expenses of \$500, and transportation expenses of \$135 per semester. These costs are only estimates and will vary among students. More detailed information is available through the Office of Financial Aid, Gardiner Hall.

Reduced Tuition Out-of-State Academic Programs Available to West Virginians

West Virginia provides other options for its residents who wish to pursue academic programs not available within the state through the Academic Common Market and through contract programs. Both programs provide for West Virginians to enter out-of-state institutions at reduced tuition rates. Contract programs have been established for study in veterinary medicine, optometry, architecture, and podiatry; the Academic Common Market provides access to numerous graduate programs. The programs are restricted to West Virginia residents who have been accepted for admission to one of the specific programs at designated out-of-state institutions. Further information may be obtained through the Board of Directors of the State College System in Charleston.

SCHOLARSHIPS AND STUDENT FINANCIAL AID

The Office of Financial Aid is located in Gardiner Hall. To reach the Office of Financial Aid by phone, please call 304/876-5470 or 888/603-RAIL.

The Office of Financial Aid at Shepherd College is committed to assisting students (and their parents) in meeting the cost of a college education. Financial assistance is available on the basis of scholastic achievement, special talents and abilities, and/or financial need. Awards are given for a period of one academic year which begins in August and students must apply for financial aid and/or scholarships each year.

The following sections describe guidelines for application, programs, responsibilities of students and/or parents, and deadlines. More detailed information is available from the Office of Financial Aid.

Application Process

Any student who wishes to apply for federal and/or state financial assistance must be admitted to the College in a degree program and submit the Free Application for Federal Student Aid (FAFSA). Scholarship only applicants do not need to submit the FAFSA, but must meet the February 15 priority admission application date. The financial aid processing year begins on July 1 and ends on June 30. Students are urged to begin the application process as early as possible after January 1 of each year.

The Department of Education randomly selects 30 percent of all students who submit a FAFSA for a process called verification. Students selected will be sent a verification form by the Office of Financial Aid and will be notified in writing of required documentation, which will include signed copies of student and parent tax returns (for dependent students).

Any student with special circumstances, such as change in income, extraordinary medical/dental expenses, divorce or separation, or other situations where the FAFSA would not reflect the student status should schedule an appointment with the Office of Financial Aid to review his/her circumstances.

Each student is automatically packaged for the amount of student loan for which he/she is eligible after grants, scholarship, and work-study are awarded. After the loan is processed, promissory notes are mailed to the student. The student must provide two references and a legible signature on the promissory note and return one copy to the Office of Financial Aid prior to any loan monies being disbursed to the student's account.

Scholarship Applicants

Scholarships will be awarded to those incoming students with the highest combination of GPA and ACT or converted SAT scores who meet the priority admissions application date of February 15.

Scholarships and/or tuition waivers are also available from the areas of art, music, athletics, and multicultural leadership. Those awards are made by the individual area and most require separate application and eligibility. Students should contact those areas separately if interested.

Note: No student may receive both a tuition waiver and a West Virginia Higher Education Grant. Both of these awards must pay tuition and fees only; therefore, a student may receive only one, usually the greater amount.

Shepherd College Scholars Program

The Shepherd College Scholars Program addresses the scholarship needs of Shepherd College students by providing privately-funded financial support to:

- increase the number of West Virginia students attending college;
- encourage more West Virginians to attend college in the state;
- attract students from the College's regional service area, both in state and out of state;
- attract a student body that is culturally diverse; and
- attract the best of these students to Shepherd College.
- attract top level scholars to the Honors Program.

Each year the Shepherd Scholars Program provides over 300 scholarships and awards valued in excess of \$400,000. These privately-funded scholarships are made available through the Shepherd College Foundation and the Shepherd College Alumni Association. The College also

makes available a limited number of tuition and fee waivers and other types of financial aid grants and loans. Whenever possible, a student applying for financial aid will be accommodated so that no student will be denied a Shepherd College education.

All deadlines indicate priority admissions application date. Merit scholarship non-need based awards for incoming students are made beginning in mid-December of each academic year. Qualified students are encouraged to apply early.

Shepherd College Foundation Scholarships

The Shepherd College Foundation Scholarships give the highest level of financial support to students who demonstrate extraordinary academic achievement and leadership potential. The Foundation Scholarships are funded by gifts from the Ruby Clyde McCormick estate and the Ralph and Margaret Burkhart estate.

Four incoming students are selected as Foundation Scholars each year, with at least two of these students chosen from the Honors Program. In addition to academic achievement and leadership potential, high school and community involvement are considered in selection decisions. Interviews with candidates are conducted. Applicants to the Honors Program receive top consideration in the selection process.

The candidates must have maintained a minimum of a 3.5 grade point average in high school and have either a 30 composite ACT or R1270 SAT score. The annual value of each Foundation Scholarship is \$5,000 and covers the cost of tuition and fees and such additional expenses as possible. Special fees set by departments of the College are the responsibility of the student.

The Scholarship is renewable with a 3.5 GPA for up to 128 semester hours or eight semesters, except for those academic programs that require more than 128 hours of course work. Students in those programs may apply for an exemption. APPLICATION DEADLINE: FEBRUARY 1. NOTIFICATION: BEGINNING FEBRUARY 15.

Shepherd College Alumni Association Scholarships

The Shepherd College Alumni Association Scholarships, made available by gifts from the Alumni Association, provide financial support to students who demonstrate extraordinary academic achievement and leadership potential.

Six semifinalists are nominated from which four students plus two alternates are chosen. High school and community involvement are considered in selection decisions, in addition to academic achievement and leadership potential. The selection committee consists of representatives from the Alumni Association, the Honors Program, and the Office of Financial Aid.

The nominees must have maintained a minimum of a 3.5 grade point average in high school and have a 28 composite ACT or R1200 SAT score.

Two \$2,000 Alumni Association Scholarships are awarded to West Virginians; out-of-state residents are eligible for two \$4,000 scholarships. The award is applied to the cost of tuition and fees. Special fees set by departments of the College are the responsibility of the student.

The Scholarship is renewable for up to 128 semester hours or eight semesters, except for those academic programs that require more than 128 hours of course work. Students in those programs may apply for an exemption. APPLICATION DEADLINE: FEBRUARY 1. NOTIFICATION: BEGINNING FEBRUARY 15.

Presidential Scholarships

To be eligible for consideration for a Presidential Scholarship, a student must have maintained a minimum 3.5 grade point average and have either a 28 composite enhanced ACT or R1200 combined SAT score. Awards will be made to applicants with the highest achievement based on grade point average, test score data, and the quality of academic program completed. Thirty-two Presidential Scholarships are awarded each year.

Presidential Scholarships are funded by the Shepherd College Foundation from endowment gifts made by individuals, corporations, and foundations. Some of the Presidential Scholarships may consider financial need as part of the selection criteria, but financial need is not the only criteria. The potential for academic excellence is the primary criteria for selection. This scholarship is available to both residents and non-residents of West Virginia.

The Presidential Scholarship is \$1,500 per academic year. It is awarded for up to eight

semesters or a bachelor's degree, whichever comes first. Scholarships are renewable if the student maintains a 3.0 GPA as a freshman and a 3.25 thereafter.

The following endowed scholarship funds have been designated by the Shepherd College Foundation as Presidential Scholarships:

- JEAN SKINNER BALDWIN PRESIDENTIAL SCHOLARSHIP*: for Jefferson County students with financial need majoring in elementary education.
- ELIZABETH THORNBURG BROWN PRESIDENTIAL SCHOLARSHIP*: for nursing, mathematics, English, biology, chemistry, or physics students from the Eastern Panhandle of West Virginia who have financial need.
- WILLIAM RANDOLPH HEARST FOUNDATION PRESIDENTIAL SCHOLARSHIP: for Honors Program students with an emphasis on minorities and women.
- C.N.G. HENDRIX PRESIDENTIAL SCHOLARSHIP*: for West Virginia students demonstrating excellent academic skills and financial need.
- JESSIE HENDRIX PRESIDENTIAL SCHOLARSHIP: recognizes Mrs. Hendrix's contributions to education and service to the community and to Shepherd College.
- ANDREW F. AND VIRGINIA HECKART LONG PRESIDENTIAL SCHOLARSHIP.
- ONE VALLEY BANK-EAST, N.A./LACY I. RICE, SR. PRESIDENTIAL SCHOLARSHIP: recognizes the prominent Martinsburg business leader and supporter of education. The award is for outstanding students from the Eastern Panhandle majoring in the business disciplines.
- THOMAS AND SHERRY LURRY PRESIDENTIAL SCHOLARSHIP*: for in-state students with financial need (non-athletics).
- MCCORMICK FAMILY PRESIDENTIAL SCHOLARSHIP: recognizes the McCormick family who developed the spice business and lived in West Virginia's Eastern Panhandle.
- JEAN MELVIN RISSLER PRESIDENTIAL SCHOLARSHIP*: for financially needy students.
- RUTH SCARBOROUGH PRESIDENTIAL SCHOLARSHIP*: recognizes the longtime chair of social sciences at Shepherd College. The scholarship is for social sciences and humanities disciplines students.
- T. EDWARD STOTLER PRESIDENTIAL SCHOLARSHIP*: for financially needy business majors.
- EARL W. WELLER PRESIDENTIAL SCHOLARSHIP: named for a prominent Martinsburg attorney. Martinsburg High School students have first choice; Berkeley Countians, second choice; and West Virginia students, third choice.
- HELEN AND ALBERT ALVAREZ PRESIDENTIAL SCHOLARSHIP: endowed by Ramon Alvarez to honor the memory of his parents as a general scholarship for West Virginia students.
- LEEDS K. RIELY MEMORIAL PRESIDENTIAL SCHOLARSHIP*: for Jefferson County students demonstrating good citizenship, academic achievement, and financial need.
- IMOGENE DAVENPORT RIELY MEMORIAL PRESIDENTIAL SCHOLARSHIP*: for students demonstrating good citizenship, academic achievement, and financial need. First priority given to Jefferson County students.

*NEED-BASED AWARDS REQUIRE FILING THE FREE APPLICATION FOR FEDERAL STUDENT ASSISTANCE (FAFSA) FORM BY MARCH 1, IN ADDITION TO APPLYING FOR ADMISSION PRIOR TO FEBRUARY 15.

Valedictorian and Salutatorian Scholarships

One Valedictorian Scholar and one Salutatorian Scholar are nominated from each accredited West Virginia high school. These scholarships are awarded to official valedictorians and salutatorians only. These students are chosen by the high school principal, and each school follows its own selection criteria.

If a high school selects more than one official valedictorian, and the first person selected elects not to attend Shepherd College, this scholarship can be awarded to another official valedictorian from the same high school. The same is true for each salutatorian.

Each scholarship covers tuition and fees and is renewable with a 3.0 GPA as a freshman and a 3.25 thereafter for up to 128 semester hours or eight semesters, except for those academic programs that require more than 128 hours of course work. Students in those programs may apply for an exemption. The Valedictorian and Salutatorian Scholarships are funded by College funds. Application deadline: February 1. Notification: June 15.

Governor's Honors Academy Scholarships

Each high school student who is a graduate of the Governor's Honors Academy and who elects to attend Shepherd College is eligible to receive a Governor's Honors Academy Scholarship. The scholarship is awarded to West Virginia residents only.

To be eligible for the Governor's Honors Academy Scholarship at Shepherd College, a minimum 3.5 high school grade point average (unweighted) and a 28 composite enhanced ACT or R1200 combined SAT are required.

The Governor's Honors Academy Scholarship is equivalent to an in-state undergraduate tuition waiver each academic year, plus a cash award to cover activity fees. It is renewable with a 3.0 GPA as a freshman and a 3.25 thereafter for up to 128 semester hours or eight semesters, except for those academic programs that require more than 128 hours of course work. Students in those programs may apply for an exemption. APPLICATION DEADLINE: FEBRUARY 1. NOTIFICATION: BEGINNING FEBRUARY 15.

Eligibility

If a student is eligible for more than one scholarship from Shepherd College, the student will be awarded the scholarship with the highest dollar value.

To retain scholarships for subsequent years, all scholars are required to meet minimum specific cumulative grade point averages and to complete a minimum of 24 semester hours.

Establishing an Endowed Scholarship

The Scholars Program is funded primarily by private monies provided by donations to the Shepherd College Foundation and the College's Alumni Association. Persons interested in establishing an endowed scholarship fund under the Shepherd College Scholars Program should contact the Shepherd College Foundation at 304/876-5391 or 800/344-5231, ext. 5391.

For further information about the Shepherd College Scholars Program, contact: Office of Financial Aid, Shepherd College, Shepherdstown, West Virginia 25443, 304/876-5470 or 800/344-5231, ext. 5470.

Student Employment

Work opportunities for students are offered in almost all areas of the College community. Students interested in student employment must submit the Free Application for Federal Student Aid (FAFSA). Work study funds are limited and are awarded to the first students meeting all application and need requirements. Only students with financial need as determined by the FAFSA combined with the financial aid budget may receive Federal Work Study.

Regular student employment is available in some departments for students who do not qualify for work study. Students interested in working for any department should contact that department or the Office of Financial Aid for information.

Both Federal Work Study and regular student employment positions pay the federal minimum wage per hour. Student work earnings will be paid by check each month with a valid student identification card at the Business Office. The student may be required to endorse his/her paycheck to the College if a balance remains on the account.

Student and Parent Loans

The Office of Financial Aid at Shepherd College processes student and parent loans through the William D. Ford Direct Loan Program funded by the Department of Education.

Students must be enrolled in a minimum of six credit hours to qualify for a Direct Loan. A four percent origination fee, based on the loan amount, is deducted from every Direct Subsidized, Direct Unsubsidized, or Direct Parent Loan processed.

Federal Direct Loan

Any student indicating his/her interest in loans either on the FAFSA or by contacting the Office of Financial Aid is processed for the amount of student loan for which he/she is eligible. Any student who wants less loan than processed for need only indicate a lesser amount on the promissory note.

The amount any student may borrow each academic year is based on:

- 1) Grade level
- 2) Length of academic program
- 3) Dependent or independent status

Listed below are maximum amounts per year and cumulative maximum amounts a student may borrow under the Direct Loan Program as an undergraduate.

Grade Level	Dependent	Independent
Freshman	\$2,625	\$6,625
Sophomore	\$3,500	\$7,500
Junior	\$5,500	\$10,500
Senior	\$5,500	\$10,500
Cumulative	\$23,000	\$46,000

The amount of loan a student may receive also varies by his/her total cost of education and the amount of other financial aid received. Any student interested in student loans must complete a Free Application for Federal Student Aid (FAFSA). Student loans are processed only after all application materials are received and processed.

Any student borrowing under the Direct Loan Program for the first time is required to complete an entrance interview. Entrance interviews are scheduled at the beginning of each semester, and throughout the semester as needed, by the Office of Financial Aid. Students required to complete an entrance interview will not have student loan funds disbursed until this requirement is met.

Grade level for transfer students for loan processing is determined based on the number of hours that will count towards the student's degree program at Shepherd College.

After a student loan is processed, the student will receive a promissory note. The promissory note must be completed with two complete references and a valid (clear, readable first and last name) signature. The completed promissory note must be returned to the Office of Financial Aid before any loan monies will be disbursed to the student's account. All loan monies are applied to any outstanding obligations to the College before the student receives a refund.

Direct Parent Loan for Undergraduate Students (PLUS)

Applications for the Parent Loan for Undergraduate Students (PLUS) are available in the Office of Financial Aid. Parent loans are processed based on amount requested and the student's cost of education. A credit check by the Federal Loan Servicer is required for processing.

Federal Perkins Loan

The Federal Perkins Loan Program (formerly National Direct Student Loan) is administered at the campus level and awarded based on availability of funds. This loan program offers up to \$1,500 per year to needy students and is awarded to early applicants until funds are exhausted.

Loan Repayment Information

William D. Ford Direct Loan funds do not have to be repaid until six months after the student graduates or ceases attending on at least a half-time basis. Any student who drops below six hours of enrollment must begin repaying his/her loan six months from that time. Only one six month grace period is granted to each student.

Repayment for the Federal Perkins Loan begins nine months after graduation or when the student ceases attending on at least a half-time basis. Again, only one nine-month grace period is permitted for each student.

The repayment process for parent loans begins within 60 days after the last disbursement for the year, usually in March if the loan is for two semesters.

Students utilizing loan funds to assist with their education should be aware that borrowing under both the Direct Loan Program and the Federal Perkins Loan Program will require two minimum payments per month after graduation. Current minimum repayment amounts are \$50 depending on the repayment plan. Several repayment plans exist for all loan programs.

Other Types of Assistance

Veteran's Re-Education Act

Eligibility for funding by the Veteran's Re-Education Act is determined by the Department of Veterans Affairs, and awards are given to students who have exhausted all other veteran's benefits. Applications may be obtained from the Office of Financial Aid.

Military and Veterans Administration Education Assistance

The Veterans Administration administers a number of programs for veterans and service personnel seeking assistance for education and/or training. Please contact your local Veterans Administration Office to inquire about available assistance.

Vocational Rehabilitation

Students with physical or learning disabilities may be eligible for assistance with education expenses through their state department of vocational rehabilitation. Students should contact local offices to inquire about programs available.

Job Training Partnership Act (JTPA)

The Job Training Partnership Act is administered on campus in cooperation with the Bureau of Employment Programs/Job Service Office. The program offers grant money to associate's degree students to assist with the cost of tuition and fees, books, lab fees, parking permits, graduation fees, and transportation. JTPA targets economically disadvantaged students, dislocated workers, and dislocated homemakers. Application materials are available through the JTPA Office on campus, located in the Human Resources Building on Princess Street.

Reciprocity Agreements and Academic Common Market Program

Based on the program of study, some out of state students may qualify to receive the benefit of in state tuition and fee charges. Information on these programs is available from the Admissions and/or the Registrar's Office at Shepherd College.

Disbursements/Refunds

Disbursement of Funds

Financial aid is awarded for the full academic year; half is available for the fall semester and half for the spring semester. Student payment for tuition and fees, room and board, and books and supplies is due prior to the start of each semester. Students receiving financial aid to assist with these expenses will have that aid available as a credit toward institutional charges. Purchase of

books and supplies at the College Bookstore may be billed directly to the student account if the student has a credit balance.

Refund of Excess Financial Aid

All financial aid, including loans, is applied to the student account to cover institutional costs. No refund is given to the student until all obligations to the College are met. All Title IV funds awarded (Federal Pell Grant, Federal SEOG, Direct Loans, Federal Perkins Loan, and Federal Work Study) are refundable according to program regulations. Refund checks for excess financial aid are normally available at the Business Office five days prior to the first day of classes and on a weekly basis thereafter.

Refunds/Returns Due to Withdrawal

Students receiving financial aid funds who withdraw during the semester are subject to institutional and federal refund/return policies. No monies will be refunded to withdrawing students until institutional and federal return requirements are met. In most cases, any refund generated due to a withdrawal by a student receiving financial aid will be returned to an aid program. A student withdrawing who has received any type of tuition waiver will have that waiver adjusted to the actual amount of tuition and fees charged.

Satisfactory Academic Progress Policy

Revised April 15, 1997

The Policy for Satisfactory Academic Progress is effective as of May 15, 1997 and supersedes any previous policy.

Any student receiving Title IV financial aid is required to maintain satisfactory academic progress according to The Compilation of Financial Aid Regulations (34 CFR, through 12/31/95 as published by the U.S. Department of Education, section 668.34).

Every student is required to complete a certain number of hours attempted to show that he/she is progressing towards a degree in his/her program of study. Each student must also maintain a grade point average consistent with the regulations governing satisfactory academic progress.

Satisfactory academic progress is required for students to receive financial aid in any of the following programs: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Work-Study, Federal Perkins Loan, Federal Direct Loan or Parent Loan for Undergraduate Students (PLUS), Federal Student Nursing Loan, and State Grant Programs including the West Virginia Higher Education Grant Program.

Students must satisfy both Qualitative and Quantitative standards for progress toward a degree:

Qualitative Standards: Measured by Grade Point Average

- 1) All bachelor's degree students must maintain a minimum of 2.0 GPA as of their 24th attempted hour of course work.
- 2) All associate's degree students must maintain a minimum of 2.0 GPA as of their 24th attempted hour of course work.
- 3) Any student admitted or readmitted on academic probation does not meet qualitative standards; however, he/she may appeal to the Scholarship and Financial Aid Committee.

Quantitative Standards: Measured by Courses Attempted

- 1) Any student in a program leading to a bachelor's degree must complete his/her program within 175 attempted hours of course work.
- 2) Any student in a program leading to an associate's degree must complete his/her program within 105 attempted hours of course work.
- 3) As a student progresses through his/her program, he/she must complete a certain percentage of all hours attempted.

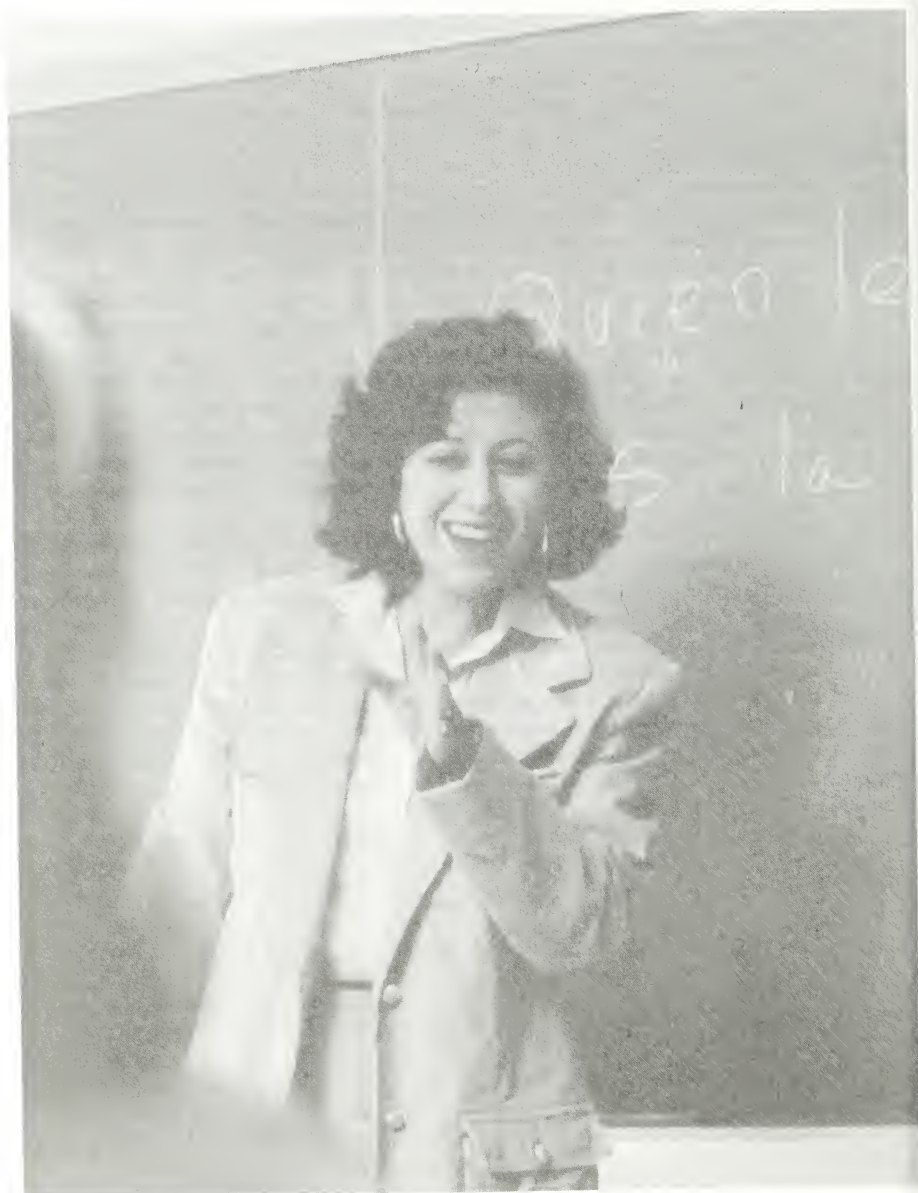
Percentage standards are as follows:

32 or fewer hours attempted: 65% must be completed
 33 to 64 hours attempted: 70% must be completed
 65 to 96 hours attempted: 75% must be completed
 97 to 175 hours attempted: 80% must be completed

- 4) Attempt hours for courses with a grade of failure (F), incomplete (I), incomplete/failure (IF), withdrawals (W), or repeat (R) are counted into hours attempted and combined with all passing grades in determining progress. The committee strongly recommends that students limit their withdrawals from classes.

General Information

- 1) All student progress is measured once per year at the end of the spring semester. All students are checked at the end of each term: fall term, spring term, summer I term, and summer II term to determine if maximum hours have been attempted.
- 2) Any student failing academic progress will be notified in writing. Within his/her written notification, a date will be specified for an appeal hearing. Any student who wishes to appeal must submit his/her appeal documents to the Office of Financial Aid no later than one week prior to the specified date of the appeal hearing. Circumstances considered in the appeal process include, but are not limited to, death of a close relative and injury or illness of the student. All appeals are considered on a case-by-case basis.
- 3) Any student who has petitioned to the Registrar's Office to have grades forgiven may have those forgiven hours discounted from his/her progress measure by having a copy of the forgiven grade information forwarded to the Office of Financial Aid with an appeal letter.
- 4) Any student not in compliance with the qualitative and/or quantitative standards will have two semesters as a probationary period in which to bring himself/herself back into compliance. Any student placed on academic progress probation will be notified in writing.
- 5) Any student not in compliance after the period of probation will be notified in writing of his/her ineligibility for further financial aid. Each student may benefit from one probation period only. Any student placed on stipulations for previous failure to meet qualitative and/or quantitative standards will not be permitted any additional probation periods. Any student on stipulations as of the effective date of this policy will have used their probation period and will not be granted another.



SECTION V

ACADEMIC INFORMATION

Degrees Offered: The Bachelor of Arts degree is conferred upon majors in communications, English, history, music, psychology, elementary and secondary education. The Bachelor of Fine Arts degree is conferred upon graduates majoring in art. The Bachelor of Science degree is conferred upon graduates majoring in accounting, biology, business administration, chemistry, computer and information sciences, economics, environmental studies, family and consumer sciences, mass communication, mathematics, political science, recreation, sociology, and social work. The Bachelor of Science in Nursing is conferred on majors in nursing. The Regents Bachelor of Arts degree is conferred upon graduates who meet the program requirements as outlined in the section on degrees and programs of study. Requirements for associate's degrees are listed in the section on the Community and Technical College.

A Shepherd College student wishing to complete requirements for a second degree program prior to conferral of his or her bachelor's or associate's degree may receive the second degree when the first is conferred, provided he or she has met all requirements for the second degree or program. A Shepherd College student who returns for a second degree within one academic calendar year of completing the first degree may receive the second degree simply by completing all requirements for that second degree or program. (Note: Students must meet the requirements stated in the *Catalog* in effect at the time of their re-enrollment in the second degree program.) However, all other graduates regardless of institution who possess a baccalaureate degree and wish to attain a second bachelor's degree or major must complete a minimum of 32 hours of additional course work in residence at Shepherd. Graduates from Shepherd College with any bachelor's degree except an R.B.A. will not need to be reevaluated for meeting the general studies requirement. Graduates from another institution wishing to earn an associate's degree must complete a minimum of 24 hours of additional course work in residence at Shepherd. (Note: Hours needed to complete requirements for a program/degree may exceed stated minimum.)

Shepherd College honors baccalaureate degrees from accredited institutions and does not require holders of such degrees to complete the general studies program with the exception of holders of degrees similar to West Virginia's R.B.A. degree. The program of study leading to the Shepherd baccalaureate is subject to the approval of the division chair in consultation with the department head in the student's program. The department head may, upon assessing the student's readiness and background, require the student to take specific general studies courses deemed essential to the major program.

ACADEMIC ADVISEMENT

Mission

Believing academic advising to be a developmental process, the mission of the Shepherd College Academic Advising Program is to assist students in the clarification of their educational and professional goals and in the development of educational plans that are compatible with those goals and which will enable students to succeed personally and professionally and to enter into productive careers.

Goals

To achieve its mission, the Academic Advising Program is designed to accomplish the following goals:

- Articulate institutional requirements and policies.
- Assist students in their selection of appropriate courses.
- Assist students in developing an academic program consistent with the student's academic interests, aptitudes, and professional goals.
- Assist students in monitoring progress toward their established educational and professional goals.
- Refer students to other appropriate institutional support services, when necessary.

Definition of Academic Advising

Academic advising is a developmental process which assists students in the clarification of their educational and professional goals and in the development of plans for the realization of those goals. It is an ongoing and multifaceted process by which students are assisted in realizing their maximum educational potential through communication and information exchanges with an advisor.

An academic advisor is initially assigned on the basis of academic interest expressed by the student. It is the responsibility of both the student and his/her academic advisor to participate in the advising process equally. The academic advisor serves as a resource for course/career planning and academic progress review and as an agent of referral to other campus services as necessary. The academic advisor is not authorized to change established policy of the College. Any advice which is at variance with established policy must be confirmed by the vice president for academic affairs. After consultation with an academic advisor, it is ultimately the student's responsibility to choose and implement his/her academic program and to see that all specific requirements for that program and all general requirements for graduation from the College have been met in an acceptable and timely manner.

Joint Responsibilities in the Advising Process

General Responsibilities of the Academic Advisor

- The advisor should be available to students on a regular basis.
- The advisor should encourage honest and meaningful communication between faculty and students.
- The advisor should assist students in developing decision-making skills by helping students identify and assess alternatives to and the consequences of their academic choices.
- The advisor should stay informed about College programs, policies, and procedures, and should explain the specific requirements of the student's academic program and the general requirements for graduation from the College.
- The advisor is an important source of information for the student and should be familiar with the campus resources available to students who need them.
- The advisor should know when and where to refer students to receive the assistance that they need.
- The advisor should keep accurate records and monitor the progress of advisees.
- The advisor should genuinely care about students and take the initiative to reach out to students in times of need.

General Responsibilities of the Advisee

- The student should consult with his/her academic advisor often.
- The student should seek assistance with decisions to be made rather than expect the advisor to make them.
- The student should accept responsibility for these decisions.
- The student should be knowledgeable about the academic policies, requirements, and procedures of the College.
- The student should make appointments for academic advising and scheduling of classes.
- The student should be on time for the advising session prior to registration and come to it with the necessary forms completed, an idea of the type of courses needed, and a list of alternatives, if necessary.
- The student should follow through with appropriate action after each advising session and keep the advisor informed of all changes made in the student's class schedule.

ACADEMIC WORK

Schedule of Classes

A complete schedule of classes offered each semester showing days of the week and the hours at which they will meet will be available before the beginning of the semester. Each semester's schedule of classes includes a tentative listing of course offerings planned for the following semester. The College reserves the right to cancel classes with an enrollment of 10 or fewer students and to make changes in a student's schedule for class balancing and other administrative purposes.

Final Examinations

The policy of the College is to require that final examinations be given at the end of each semester and summer term. A schedule prepared by the Registrar's Office establishes regular periods of semester examinations; the final day or days of each summer term are reserved for this purpose. Final examinations are to be administered for every course at the published time, unless other arrangements are approved by the vice president for academic affairs.

Last-semester seniors (graduating at the end of either the fall or spring semester) with a quality point average of 3.0 or better in a given course (this recommendation not to include general education courses) may be excused from the final examination at the option of the instructor. Such students may elect to take the final examination which will count in the determination of the final grade. This policy does not apply to courses taken during summer sessions.

Academic Load

A semester hour consists of one hour of recitation with two preparation hours per week. Twelve semester hours per semester constitute a minimum full-time academic load. The normal load is 16 hours per semester thus making 128 hours in eight semesters (four years). One hundred twenty-eight hours are required for a bachelor's degree.

Course loads in excess of 16 hours may be taken; however, the academic load for the first semester should generally not exceed 17 hours. Thirty-two semester hours each year will usually prove sufficient for the average student. Students may register for a maximum of 19 credit hours per semester, exclusive of private applied music lessons and ensembles. A student who wishes to register for more than 19 hours, including non-Shepherd College courses, must first secure the written approval of his or her advisor, department chair, and vice president for academic affairs.

Procedures for Exceptions to the 19 Credit Hour Course Load Policy: A student must 1) currently be carrying a 3.0 or higher overall grade point average, and 2) demonstrate evidence that current and previously enrolled courses have been successfully completed. If the above two criteria have been met, approval shall be sought from the student's advisor, department chair, and vice president for academic affairs. Any exceptions to this rule must be appealed to the Admissions and Credits Committee with documentation and support from the faculty advisor and the student who desires this exception. In no case may a student enroll for over 23 hours per semester.

The normal summer load is six semester hours of credit for each term, with a total of 12 semester hours for the summer sessions. Fourteen semester hours is the maximum load during the two terms. Exceptions can be made on petition to the respective advisor, department chair, and vice president for academic affairs.

Auditing Courses

A student may initially register for a course as an auditor. Declaration of a change in a course from credit status to audit status must be processed within the first 15 class days (Monday-Friday) of a fall or spring academic session or within the first three class days (Monday-Friday) of a summer session. Any later change must be appealed to the Admissions and Credits Committee. An auditor is expected to comply with the instructor's attendance policy. Regular College fees are charged for persons auditing a course.

Special Examination for Course Credit

Application must be made to the registrar for permission to take a special examination. To qualify for permission to take such an examination, an applicant must be enrolled full-time at Shepherd College and be recommended by the department chair and the instructor concerned. Examinations will not be given for courses in which the student has obtained a low grade previously.

Applicants must pay a fee for each special examination. A receipt for the payment of the fee must be obtained from the Business Office. No money will be refunded if any examination is failed. Upon successful completion, the student will receive the hours credit for the course with no letter grade designated. This will not affect the quality point average of the student.

Courses Taken at Other Institutions

A Shepherd student must apply for transfer approval to take a non-Shepherd College course prior to enrollment at another institution. To apply for transfer approval, the student must be in good academic standing (institutional and overall GPA of 2.0 or above). No course that a student has attempted at another institution while on suspension shall be accepted by Shepherd College as part of the 128 hours minimum necessary for graduation. A student who previously enrolled in a Shepherd College course may not petition to retake that course at another institution. Course fulfilling major, minor, or teaching field requirements are rarely approved for off-campus enrollment.

To receive credit for a non-Shepherd course, a permission/approval form (green form) must be obtained from the Registrar's Office. The student will follow all procedures enumerated on that form including signatures of approval from the department chair of the discipline where the equivalent Shepherd course is offered and the student's faculty advisor. After obtaining the appropriate signatures, the student submits the completed form to the Registrar's Office.

Should any of the signatures not be secured, the completed green form, along with the student's written justification for seeking the course elsewhere, may be submitted to the registrar for presentation to the Admissions and Credits Committee for final action.

Articulation course agreements do not apply to any repeated Shepherd College course in which a student has received a grade of D or F. No Shepherd College D or F grade can be replaced by an equivalent transfer course.

Special Topics Courses

The College offers courses which fulfill short-term needs not justifying permanent listing in the *Catalog* or which respond to requests received on short notice.

Each discipline may have two courses, one lower-level and one upper-level, bearing the designation "Special Topics: (specific title)." The numbering of these courses is generally 199, 299, 399, or 499 depending on the level. The class schedule and the student transcripts also will carry the specific title of the course. Courses will be offered upon the agreement of the vice president for academic affairs.

Credit given will be from one to four hours, and the course may be repeated as needed by the department. Topics for these courses will be created as needed by the department.

General Studies Curriculum

Shepherd College has established the following general studies program which is required for all bachelor's degrees except the Regents B.A. degree, which has a separate set of requirements found under that section of the *Catalog*. The courses listed below would usually be taken during the student's first two years of college work and are designed to give the student a foundation in the humanities, life or physical sciences, mathematics, social sciences, and physical education. These courses should assist the student in developing the ability to synthesize knowledge, both past and contemporary, to develop values, attitudes, and traits associated with an educated person in the modern world, and to provide the basis for a liberal arts education. A total of 47 semester hours of course work is required as follows:

HUMANITIES—19 semester hours

MUSC 111	Introduction to Music	2
ART 103	Introduction to Visual Arts OR	2
ART 104	Introduction to Visual Arts (required for art majors)	3
ENGL 101, 102	Written English	6
ENGL 204	Survey of American Literature	3
ENGL 208	Survey of World Literature I OR	
ENGL 209	Survey of World Literature II	3
COMM 202	Fundamentals of Speech	3

LIFE OR PHYSICAL SCIENCES—8 semester hours *

Students will choose one set of courses listed below:

BIOL 101, 102	General Biological Science	8
BIOL 208, 209	Plants as Organisms and Animals as Organisms	8
CHEM 101, 101L, 102, 102L	Chemistry in Society I and II	8
CHEM 120, 120L, 122, 122L	College Chemistry I and II	8
CHEM 207, 207L, 209, 209L	General Chemistry I and II	8
GSCI 101, 102	Astronomy I and II	8
GSCI 103, 104	General Physical Science I and II	8
PHYS 201, 201L, 202, 202L	College Physics I and II	8
PHYS 221, 221L, 222, 222L	General Physics	8

MATHEMATICS—3 semester hours

MATH 101	Introduction to Mathematics OR	3
	Any three or four credit hour mathematics course numbered MATH 106 or above except MATH 111.	

SOCIAL SCIENCES—15 semester hours

ECON 123	Contemporary Economics OR	
ECON 205	Principles of Macroeconomics**	3
HIST 101	History of Civilization: Ancient World through Medieval Period OR	
HIST 102	History of Civilization: Renaissance through French Revolution OR	
HIST 103	History of Western Civilization: French Revolution to Present	6
	(students will choose 2 of 3 listed)	
PSCI 100	Politics and Government OR	
PSCI 101	American Federal Government	3
SOCI 203	General Sociology	3

PHYSICAL EDUCATION—2 semester hours

GSPE	General Studies Physical Education Courses	2
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FOREIGN LANGUAGE—12 semester hours (required only for B.A. programs, except education).

Students in the B.A. program (not including education) are required to complete 12 semester hours in the same foreign language, except music students whose requirements must be approved by the chairs of the Music and English and Modern Languages departments. Two years of German or French or both are recommended for students who anticipate going to graduate or professional school. The foreign language requirement for the B.A. degree can be satisfied in any of the following ways:

1. By successfully passing the college Foreign Language Placement Test.

Beginning in the fall semester 1990, all students who have had course work in a foreign language and who wish to fulfill the foreign language requirement for the B.A. degree will take a placement test to determine their competency in that language. Placement tests in French, German, and Spanish will be administered by a member of the foreign language faculty during each preregistration period of the academic year. Performance on placement tests will be evaluated by a member of the foreign language faculty who, with the approval

of the chair of the Department of English and Modern Languages, will determine the course level at which the student must begin his or her language study at Shepherd College.

A strong performance on the Foreign Language Placement Test may entitle the student to waive three, six, nine, or twelve credit hours, corresponding to one, two, three, or four semesters of foreign language study at Shepherd College. A student receives no credit for waived courses. Permission to retake a Foreign Language Placement Test rests with the chair of the Department of English and Modern Languages.

2. By receiving advanced placement credit for foreign language examinations.
A score of four on the advanced placement tests in French, German, or Spanish entitles a student to three hours credit in the same language, while a score of five entitles a student to six hours credit. No credit will be awarded for scores of three, two, or one.
3. By successfully completing CLEP tests in French, German, or Spanish.
For the College's policy on taking CLEP tests, see Section II, Admissions.

*Since major fields of study may have specific requirements for mathematics or science courses, students should consult their academic advisor in selecting these courses.

**Students cannot receive credit for ECON 123 after completing ECON 205 and ECON 206.

Classification of Students

Classification of students is made on the following basis: first year, 24 semester hours or less; second year, 25 to 56 semester hours; third year, 57 to 91 semester hours; fourth year, 92 or more semester hours.

Selecting a Major and Minor

The list of majors and minors is found at the beginning of Section IV Programs of Study with the curriculum for each following in that section. A comprehensive major needs no minor; teacher education programs are comprehensive.

Students should be aware of the value and necessity of choosing a minor early in their college career, if they are not in a comprehensive major or if the minor is not prescribed by the major.. Delaying this decision beyond the sophomore year may mean that the student will not be able to complete the degree program in four years.

Degree-Seeking Undecided Majors

Students who are degree-seeking but have not chosen a major are placed in the associate of arts program in general studies until the major is officially declared. Enrolling in the program will enable a student to complete core requirements necessary to all degrees.

Withdrawal and Change of Class Schedule

Students desiring any change in assignment or permission to withdraw or add any course should consult the registrar. Students may change their schedules during the first three days of each semester. The withdrawal procedure is incomplete until all necessary signatures have been secured. This must be done during the specified time shown in the current academic year calendar.

A student may withdraw from any class with a grade of W (without affecting grade point average) at any time during the semester up to 4 p.m. on the seventh calendar day after midterm grades are available to the student.

The last day for withdrawal from an eight-week class will be as posted in the academic calendar.

During the summer sessions, withdrawals will be permitted at any time prior to 4 p.m. the second calendar day before the last day of classes of each term. Failure to submit the withdrawal form to the Registrar's Office by the deadline will result in the grade of IF.

Complete withdrawal from the College is processed through the Registrar's Office. Unauthorized withdrawals from class or school are reported as failures.

Withdrawal from the College must be reported and financial clearance made at the Business Office. (See grading system for additional information on withdrawals.)

GRADING

Grade Reports

Mid-semester and final grade reports follow the normal grading system. A copy of the mid-semester and final grade reports will be available on campus for all students in their advisor's office. Freshman grades also are mailed to permanent address.

Grading System

A — Superior; B — Good; C — Average; D — Below Average, lowest passing grade; F — Failure; I — Incomplete; W — Withdraw; P — Pass; IF — Failure due to irregular withdrawal from college or from a single class; AU—Audit; CR—Credit only awarded.

Grade changes must be made prior to the first day of registration for a regular semester or a summer term, or such change will not be effected during the first three weeks of a semester or the first week of a summer term. (See Quality Points.)

Declaration of a change in a course from credit status to audit status must be processed within the first 15 class days (M–F) of a fall or spring academic session or within the first 3 class days of a summer session. Any later change must be appealed to the Admissions and Credits Committee.

Pass/Fail

Students may choose to take elective courses on a pass/fail basis instead of the regular grading system, in accordance with the following:

1. Electives shall be defined as courses not directly required for an individual's degree. Thus, electives allowed within the major field of concentration would be excluded from pass/fail. In the event of change in major fields, the course previously taken for pass/fail applicable to the new major field shall be substituted by approved courses. Required general studies courses also shall be excluded from the pass/fail option. The ultimate responsibility for correct scheduling rests with the student.
2. A passing grade in the pass/fail shall be equivalent to the normal passing range of A through D in the conventional system.
3. All students are eligible for pass/fail courses with the exception of those currently on academic probation.
4. Students shall be limited to 24 hours of pass/fail, with not more than one course to a maximum of 4 credit hours being taken in any one session.
5. Students will declare in the Registrar's Office for pass/fail by the end of the week following add/drop. This decision shall be final.

Incomplete Grades

A grade of incomplete may be given to a student who has satisfactorily completed most of the requirements for a course but because of illness or other extenuating circumstances has not completed all of the requirements. All incomplete grades must be accompanied by a form provided by the Registrar's Office and completed by the instructor.

Students with incomplete grades must consult with their instructors early in the following semester about the requirements and timetable for completing the work for the course and removing the incomplete grade.

When the work has been completed, the instructor must return the form to the Registrar's Office with the new grade. The Registrar's Office must receive the form no later than 10 days before the date the final grades are due for the spring semester (to change an incomplete grade from the previous fall semester) and no later than 10 days before the date final grades are due for the fall semester (to change an incomplete grade from the previous spring semester or from either of the previous summer sessions). If the incomplete is not made up according to this schedule, it automatically becomes an F. When an incomplete grade is changed, the student's grade point average is recomputed.

Quality Points

The quality-point average is computed on all work for which the student has registered, except for the courses with grades of W or taken on a pass/fail or audit basis, or Academic Foundations courses, and is based on the following quality point values for each semester hour of credit:

A	B	C	D	F	IF
4	3	2	1	0	0

Repeating Courses

A student may not repeat a course or courses to improve a GPA where the original grade was a C or better. The only exception is a course listed in the *Catalog* course description as repeatable.

60 Hour Repeat Rule

A student who earns a D or F grade in any course completed no later than the semester or summer term that the 60th semester hour is attempted may repeat the course prior to receiving a baccalaureate degree to be considered under this rule. The course(s) must be repeated at Shepherd College. In such a case, the original grade of D or F shall be disregarded, and the subsequent grade or grades shall be used for determining the student's grade point average. The original grade shall not be deleted from the student's record.

Appealing a Grade

The Admissions and Credits Committee has approved a Grade Appeal Policy. A copy of this policy and the procedures to follow in order to appeal a grade may be obtained from the Shepherd College *Student Handbook*.

GENERAL REQUIREMENTS FOR GRADUATION

Students must complete within seven years the graduation requirements of the *Catalog* they choose. They may choose the *Catalog* in effect at their initial admission to the College or a subsequent *Catalog*. Students may not split *Catalog* requirements.

Baccalaureate Degrees

A traditional degree includes one major and one minor field. The comprehensive degree consists of one major field and no minor field; the College registrar will not evaluate a minor field with this major. A double major, one degree, is satisfied with two major fields in the same degree category; the College registrar will not evaluate an additional minor field. Two degrees are satisfied with two major fields, and two separate degrees are awarded. Only those programs that have been evaluated by the registrar will be designated on the transcript.

Minimum Semester Hours

The minimum number of semester hours for a baccalaureate degree includes 128 semester credit hours of Shepherd College courses numbered 100 and above. (This may include transfer credits that have been evaluated by Shepherd College as courses numbered 100 and above.) Of the necessary hours for graduation, 45 hours must consist of courses numbered 300 and above. (This may include transfer credits that have been evaluated by Shepherd College as courses numbered 300 and above.)

Minimum Grade Point Average

For each of the following areas, a minimum 2.0 grade point average (or a C average) is required: 1) all collegiate level course work attempted (overall GPA), 2) all Shepherd College course work attempted (institutional GPA), 3) all major field course work attempted, and 4) all minor field course work attempted. Higher minimums are established for some fields. Students should carefully consult major and minor course requirements.

College Residence Credit Hours Required for a Baccalaureate Degree

A student must complete at least 32 semester hours of course work at Shepherd College. The last 12 hours of course work must be completed at Shepherd College. Any exceptions to these requirements must be approved by the Admissions and Credits Committee.

Residence Credit Hours in Major Field(s) of Study

Non-teaching degree candidates must earn a minimum of 15 hours of major field credits at Shepherd College. Teaching degree candidates must earn a minimum of 8 hours of major field credits at Shepherd College, prior to Juncture 3 Review (refer to Education Department).

Community or Junior College Credit Hour Transfer Policies

Matriculating students who transfer from a regionally-accredited junior or community college are assigned a maximum of 72 semester hours toward the 128 credit hours minimum for graduation from Shepherd College. In compliance with West Virginia higher education board policy, students who have completed more than 72 hours of course work may select the courses they wish to have evaluated as part of their semester hours of credit counted toward graduation. The total number of credit hours earned will be calculated in the student's overall grade point average.

Currently or Previously Enrolled Shepherd College Student Transfer Policies

For a currently enrolled student to receive credit for a non-Shepherd College course, the official Transfer Approval Form must be completed. Formal approval must be obtained from the department chair of the discipline in which the course is to be taken, as well as from the student's faculty advisor. The official form must be submitted to the Office of the Registrar prior to the student's enrollment in any course. Courses fulfilling major field requirements are rarely approved for off-campus enrollment. In unusual circumstances the department chair in the student's major field may recommend to the Admissions and Credits Committee that a student enroll in a non-Shepherd College course to satisfy a major field requirement. No course that a student has attempted at another institution while on suspension shall be accepted by Shepherd College as part of the 128 hours minimum necessary for graduation. Articulation course agreements do not apply to any repeated Shepherd College course in which a student has received the grade of D or F. No Shepherd College D or F grade can be replaced by a transfer equivalent course.

Transfer Students from the Community and Technical College at Shepherd

Courses offered by the Community and Technical College at Shepherd College may satisfy requirements toward the 128 hours minimum for a baccalaureate degree only when they have been approved by the Shepherd College Curriculum and Instruction Committee or covered by the articulation statement.

Additional Requirements for Graduation

1. All financial obligations to Shepherd College must be paid in advance.
2. In certain instances additional requirements may be stipulated in selected fields of study; degree candidates must consult with their academic advisors concerning such requirements.
3. Students majoring in two disciplines having the same core shall be granted permission to use that common core to satisfy core requirements for both majors. Non-core courses that overlap within a student's major and minor (or second major) cannot be counted twice. Overlapping non-core courses require a substitution. Department chairs in each discipline must approve the necessary substitutions.
4. A student may not select a minor field whose course requirements substantially duplicate the course requirements in the student's major field.
5. The student's faculty advisor and the chair of the student's minor (or second major) field shall approve all elective course selections including: major, minor, teaching field, and general elective courses.

It is the student's responsibility to check on all requirements and to make inquiry if there is doubt about meeting any of them. Required courses should be completed as soon as possible to prevent conflicts of prescribed subjects during the senior year. A student will have a seven-year period to complete requirements under the catalog in effect at the time of entrance. Students may elect to graduate under a later catalog than the one under which they entered; however, students are not permitted to split catalogs.

ACADEMIC PERFORMANCE

Office of Academic Support Services

The Office of Academic Support Services, headquartered in Knutti Hall, room 114, offers a variety of course work and services to assist students in achieving academic success at Shepherd. Among the responsibilities of this office are 1) the Academic Foundations Program, 2) the tutoring program, and 3) Writing Center.

The Academic Foundations Program at Shepherd is designed to bridge the gap between high school and college for interested students who do not meet the stated admissions standards. Through courses in reading, study skills, composition, and mathematics, the program can assist recent high school graduates and nontraditional students who wish to attend college but whose skills need further development. Academic Foundations courses feature individualized instruction and learning assistance sessions outside of class. Completion of the Academic Foundations Program will assist students in being academically prepared to pursue a Shepherd College degree.

In addition to Academic Foundations course work for selected students, this office operates the collegewide learning center called the Study Center. The Study Center offers free tutoring in most academic courses to any interested Shepherd student. Besides peer tutors, the Study Center employs a support staff of professional learning resource specialists in the areas of mathematics, composition, reading, and study skills to work with students individually and in small groups. The Study Center also sponsors free workshops on how-to-study skills and computer-assisted, self-study materials to be used independently to improve specific reading, writing, and mathematics skills.

Attendance

Students are expected to attend class and to know and understand the specific attendance policies established by each of their instructors. Attendance policy for a given class is established by the instructor and stated in the course syllabus. Instructors will make reasonable accommodations for occasional, unavoidable absences based on highly legitimate grounds. Instructors will determine the most appropriate means of compensating for work unavoidably and legitimately missed in their classes. To be eligible for such substitute evaluation, students are responsible for discussing any absences with their instructors: such discussions must occur in advance of foreseeable absences and as soon as possible following unpredictable ones.

Students are expected to plan their class, work, and personal schedules to avoid potential conflicts. Legitimate reasons for class absences include documented and/or verifiable instances of the following: 1) death in the immediate family; 2) incapacitating illness or injury (not including any non-emergency doctors' appointments that could be scheduled at other times); 3) field trips required for other classes, intercollegiate competitions, or activities entailing official representation of Shepherd College; 4) seriously hazardous, weather-induced driving conditions (for commuter students only).

A student's evaluation in a course is the instructor's responsibility. A grade decision in a course must be made by the instructor prior to the initiation of a grade appeal. A student who believes his or her grade has been adversely affected by an instructor's inappropriate implementation of the attendance policy may pursue a grade appeal at the close of the semester.

1. A student who has a documented medical disability or chronic illness that may affect his/her ability to attend class regularly and/or to complete scheduled in-class, graded activities (e.g., exams, oral reports, lab assignments) should confer with his/her instructors as soon as possible after the semester begins. In consultation with the student (and with doctors or Shepherd staff when appropriate), the professor can develop a contingency plan to accommodate any absences that may occur because of the disability or illness: the instructor

may create alternative assignments or otherwise determine the best means of assuring that the student's semester grade will not suffer should the student have to miss classes as a direct result of his/her disability or medical condition. To the greatest extent consistent with the particular disability involved, a chronically ill or disabled student will not only be treated equally with other students, but will also be equally expected to adhere to course policies and assignments established for all students.

2. In rare instances a student may suffer an unanticipated medical problem or military-service obligation requiring complete absence from school over an extended period (i.e., weeks rather than days). Such a situation will create the need to confer with instructors as soon as is feasible—possibly through a relative or other responsible surrogate. An instructor may be able to design alternative assignments that can be done independently. However, some courses by their nature do not lend themselves to compensation for prolonged periods of missed classes and assignments: for such classes, the alternatives may be limited to either a Withdrawal or an Incomplete specifically mandating that the student actually take some or all of the relevant course when it is next offered. In such circumstances, the Admissions and Credits Committee will review any necessary requests for waivers regarding institutional deadlines regarding Withdrawals or Incompletes when 1) the student's petition clearly and fully explains the situation calling for the waiver, 2) appropriate documentation is presented, 3) the request is supported in writing by both the instructor and the student's advisor, and 4) the student's request is made in a timely manner, **but no later than the tenth class day of the following spring or fall semester.**

Graduation with Honors

Honors are determined by the cumulative quality point average of the student's work at graduation. Until fall 2000 there will be two standards running for determining honors according to the catalog date of the student.

For students following the 1993-95 *Catalog* or earlier catalogs and graduating before August 1999: highest honors, *Summa Cum Laude*, 3.75 to 4.0 ; high honors, *Magna Cum Laude*, 3.5 to 3.74; honors, *Cum Laude*, 3.0 to 3.49. For students following the 1995-97 *Catalog* or later catalogs, and for students following earlier catalogs but graduating after August 1999: highest honors, *Summa Cum Laude*, 3.85 to 4.0 ; high honors, *Magna Cum Laude*, 3.7 to 3.84; honors, *Cum Laude*, 3.5 to 3.69.

Note that when a student chooses to pursue a program in a later catalog than the one in effect upon admission, all aspects of that catalog will apply including the honors standards.

McMurrin Scholars

In 1961 the faculty created the award of McMurrin Scholar, which is the highest academic honor awarded at Shepherd College.

Joseph McMurrin Scholars are individuals who are enrolled in a major program leading to the four-year baccalaureate degree and who:

1. Have been presented by the vice president for academic affairs to the Honors Committee as being eligible as a scholar, having amassed:
 - a. A minimum of 80 semester hours for which a traditional grade has been given (Pass-Fail, CLEP, special examination grades and veteran's credit do not count).
 - b. A minimum 3.7 quality point average.
2. Have completed two consecutive semesters of study at Shepherd College, exclusive of summer work, for an average of 15 credit hours per semester, or for an average of 12 credit hours per semester where the supervised teaching process is involved.
3. Have been nominated by a minimum of three faculty members who have sufficient knowledge of them for demonstrating the capacity and inclination to pursue scholarly inquiry. At least two of these faculty members should come from the nominee's major department, and the third should come either from this department or from a closely allied discipline.
4. Have subsequently been approved by the faculty at large (a listing of all nominees along with the names of the three faculty in support of each nominee will be distributed to the faculty at large). Any faculty member feeling he or she has just cause may challenge

the nomination by submitting a statement of position to the Honors Committee chair. All challenges shall be returned to the originating department for consideration and action.

The elected Scholars are appropriately recognized at an annual formal College convocation and the commencement exercises.

Dean's List

To be named to the Dean's List, a student must carry at least 15 hours of work or be in the professional teaching block and must maintain a 3.4 average for the semester.

Assessment

Shepherd College **REQUIRES** student participation in assessment tests and surveys. The results enable the College to monitor its programs and services, to assist students in fulfilling their academic goals, and to fulfill reporting requirements to accrediting and government agencies. The assessment taskforce and the assessment coordinator oversee development and reporting of assessment activities. Both academic and administrative departments throughout the College will require student input about their functions from time to time.

Students will be notified when they are expected to participate in assessments. The assessments of freshman writing abilities and a survey of graduating seniors are well-established college-wide assessments. Sophomores' skills in general education outcomes will be undertaken regularly. In addition, each program conducts its own assessments of student learning. Other assessments will be conducted as needed. Generally these assessments can be completed in a modest period of time. The College will seek employers' input on the ability of graduates to perform in the workplace.

Failure to participate when required or any violation of the assessment or testing procedure can result in administrative action including withholding of grades and/or restriction from registration until the requirements are met.

Academic Forgiveness Policy

Only the students readmitted after July 1995 will be eligible for forgiveness under this policy. This policy supersedes all previous academic forgiveness policies at Shepherd College.

Academic forgiveness is intended for the student who is returning to college with a grade point deficit and who has not been enrolled as a full-time student (12 or more credit hours) in any institution of higher learning during the five consecutive academic years immediately preceding the readmission semester. A student who does not normally qualify for readmission because of low GPA may be admitted and placed on academic probation, unless he/she has been placed on final academic suspension. When forgiveness is granted, grades of either 1) F and IF or 2) F, IF, and D earned prior to the five consecutive academic year period immediately preceding the beginning of the readmission semester are excluded from the computation of the grade point average including those grades that appear as transferred grades on the official transcript. However, no grade will be removed from the permanent record. The academic forgiveness policy may be applied after a student has earned 12 credit hours that apply toward graduation with a minimum GPA of 2.0. These 12 hours must be earned at Shepherd College.

Academic forgiveness will be granted only once for any student. The registrar will give consideration to a request for forgiveness when he/she receives a signed, written request from the student which certifies that the student has not been enrolled as a full-time student (12 or more credit hours) in any institution of higher learning during the five consecutive academic years immediately preceding the readmission semester. In this request the student will indicate where he/she wishes to have excluded from the GPA calculation 1) all F or IF grades or 2) all F, IF, and D grades. If a student chooses to have all D grades excluded from the GPA calculation, it is with the understanding that the courses for which the grade of D was earned cannot be used to satisfy any requirement. Should the student have attended any institution of higher education on a part-time basis during the specified five-year period, he/she must have earned at least a 2.0 GPA in all course work attempted. (Students who were admitted as a readmit or transfer for the fall 1995 semester will be able to apply for the forgiveness option before the end of the spring 1996 semester.) The student's request for forgiveness must be submitted during the readmission

semester, and it must identify the non-enrollment period. If all prerequisite conditions have been met, academic forgiveness will be granted at the time the current GPA is calculated officially by the registrar upon completion of the readmission semester.

The academic forgiveness policy does not alter, change, or amend any other existing policies at Shepherd College and is formulated to be consistent with Series 20 of the West Virginia Board of Directors. A student who has incurred three academic suspensions from any institution of higher education is, therefore, on final academic suspension and does not qualify for forgiveness. A student may, however, appeal the final suspension to the Admissions and Credits Committee if he/she does so according to the procedure set for the Academic Suspension section of the Shepherd College *Catalog*. If the third suspension is repealed, the student may then apply for forgiveness by submitting a written request to the registrar as stipulated previously. This policy pertains only to the calculation of the GPA required for graduation and does not pertain to GPA calculated for special academic recognitions (such as graduating with honors) or to the requirements for professional certification which may be within the province of licensure boards, external agencies, or the West Virginia Board of Education. The Regents Bachelor Arts Program is governed by a different forgiveness policy.

The College is not bound by the decision of any other institution to disregard grades earned in college courses. Similarly, students should be aware that academic forgiveness extended by this College may not be recognized by other institutions to which they may transfer.

Academic Probation

At the end of each grading period each student's Shepherd College and cumulative grade point average is calculated. The calculation is determined by dividing the number of earned quality points by the number of quality hours. In the computation of the Shepherd and cumulative grade point average, a grade of I will not be included in the quality hours. When the grade of I is replaced by a passing or failing grade, the student's grade point average will be revised by the Office of the Registrar.

Freshman/New Transfer Students: At the conclusion of the first semester of attendance at Shepherd College, a student must attain a 2.0 Shepherd College and semester average. If the student fails to achieve a 2.0 in the first semester of residency, the student will be placed on academic probation. A student must then attain a 2.0 on all course work, excluding academic foundations courses, attempted during the next semester at Shepherd College. If the student fails to attain a 2.0 semester average during that next semester, that student will be suspended for the following semester.

Continuing Students: A student who has been enrolled for more than one semester and whose Shepherd College GPA or cumulative GPA falls below a 2.0 in any semester will be placed on probation. If the student fails to attain a 2.0 semester average during the next semester, that student will be suspended for the following semester.

To be removed from probation, a student must attain BOTH a 2.0 Shepherd College GPA and a cumulative GPA (includes course work attempted from other institutions).

Academic Suspension

During a period of academic suspension, no credits earned at another institution will be accepted at Shepherd.

Summer School: Suspension will be waived temporarily for those who wish to attend either one or both summer sessions (at Shepherd) immediately following notice of suspension. The student placed on probation at the beginning of the fall semester must attain a 2.0 institutional grade point average on his or her combined hours for the fall, spring, and summer session(s) to be eligible to return for the following fall semester. The student placed on probation at the beginning of the spring semester must attain a 2.0 institutional grade point average on his or her combined hours for the spring and summer session(s) to be eligible to return for the following fall semester.

The student who has been suspended from the College for the first time may apply for readmission after one semester by completing an application for admission. The student who has been suspended from the College for the second time may apply for readmission after one academic year by completing an application for admission. The student who has been suspended from the College for the third time may apply for readmission after one academic year by completing an application for admission and petitioning the Admissions and Credits Committee.

The Admissions and Credits Committee will review the application and render a decision in writing to the applicant.

The student on probation who withdraws from the College after the first five weeks of the semester will not be permitted to enroll in the College for the next regular semester or summer school. Any student who fails 50 percent or more of work attempted in any semester is subject to dismissal at the end of that semester.

Appeals to the above regulations may be made to the Admissions and Credits Committee.

Students receiving federal financial aid must also adhere to an academic progress requirement. The specifics of this requirement may be found in the *Catalog* under the Section IV, Expenses and Financial Assistance.

Academic Dishonesty

Cheating in all its forms, including plagiarism and cheating on visual work, is considered an academic matter to be controlled and acted upon by the individual faculty member.

Students guilty of academic dishonesty on examinations in any course shall receive, as a minimum penalty, a grade of F in that course. Such action shall be taken by the instructor, with written notification to the vice president for academic affairs. Repeated offenses shall subject the student to suspension or dismissal from the College. Students involved in facilitating academic dishonesty among others, such as by the unauthorized dissemination of examination materials, will be subject to disciplinary action beyond that called for by their own cheating in a course.

Plagiarism is "the act of stealing and using, as one's own, the ideas, or the expression of the ideas of another." Whether that other is another student or a published author, plagiarism is cheating. Detailed instructions on avoiding plagiarism will be provided in required English courses, and comments also may be made by instructors in other courses for which papers are written.

Guidelines and policies affecting dishonesty and most other aspects of student life may be found in the *Shepherd College Student Handbook*.

SPECIAL PROGRAMS

Independent Study Program

To encourage independent reading and the spirit of research, the faculty will admit, upon recommendation of academic advisors, properly qualified students as candidates for independent study.

College credit (determined at registration for course) of one to three semester hours will be allowed for independent programs on the recommendation of the study director with the approval of the department chair. Credit gained in independent study may not be substituted for required course work.

To receive credit for independent study, the student must fulfill the following requirements:

1. Engage in reading and research as directed by the study director to supplement knowledge from sources not supplied by the courses taken in the major field.
2. Submit to the department chair with the approval of the study director, not later than one week before the end of the semester, the original and two carbon copies of an acceptable research paper embodying the findings of the study.
3. At the discretion of the department, pass an oral examination on the subject of the research paper before an examining committee consisting of a minimum of the study director, the department chair, the vice president for academic affairs, and another faculty member selected by the student, with the study director acting as chair. (When the department chair and the study director are the same person, another representative from the department will be named by the department chair.)

To be admitted to candidacy, a student must satisfy the following conditions:

1. Have an overall average of 3.0 in not less than 80 semester hours attempted.
2. Have an average of 3.0 in the major field or teaching field.
3. Submit, through his or her advisor and study director to the chair of the department concerned, a research proposal together with an abstract of the proposal.

4. Have application approved by the chair of the department.

It is suggested that independent study may be particularly desirable to some students as a summer project.

Program in Honors

The Honors Program at Shepherd College is designed to provide a varied and stimulating curriculum to students who have demonstrated the ability and willingness to engage in intellectual challenges. Honors courses encourage critical thinking, in-depth analysis, and a greater level of student involvement. Most Honors courses incorporate field trips to Washington, D.C., and Baltimore; Honors courses have also included international trips as well as travel within the United States in conjunction with course work in history, literature, and culture.

Mission of the Honors Program

The mission of the Honors Program at Shepherd College is to create an academic environment in which gifted students can experience education in a dynamic and interactive way. Through seminars that promote active engagement in the subject area, independent research, student-centered curriculum, and innovative teaching techniques, students in the Honors Program have the opportunity to become more self-directed in their learning. In the Honors Program, education does not simply take place in the classroom or through texts. Students become directly involved in the area of study through international and domestic travel, field trips, more one-to-one interaction with their professors and classmates, and a variety of activities outside the classroom that enhance their learning experience. In addition to expanding the students' academic horizons, the Honors Program encourages student leadership and service to the community. The aim is to create graduates of Shepherd College's Honors Program who are independent thinkers, insatiable learners, and responsible, socially conscious citizens. Our Honor students will leave Shepherd equipped to attend the finest graduate schools in the country and to be successful as solid contributors in their chosen professional careers.

Honors Academic Requirements

Approximately 40 freshmen are selected each year to enter the Honors Program. The average SAT scores for those currently enrolled in the Honors Program is 1200; if the student has taken the ACT for admission, an average of 27 is usually required. Lower SAT/ACT scores may be offset by an outstanding GPA. High school GPAs should normally be 3.6 or above. During the application process, students will also complete a writing sample.

In order to remain in the Honors Program, students must maintain an overall 3.0 GPA and a 3.0 GPA in Honors courses. Students must also participate in all required Honors courses.

During the freshman year, Honors students must participate in the Honors core: Honors Written English and Honors History of Civilization. This two-semester, team-taught seminar introduces freshman Honors students to major types of expository and critical writing in conjunction with the study of western civilization. Topics focus on philosophical thought throughout history with emphasis on changes in government, economics, arts, science, and literature.

After completing the freshman core seminar, Honors students may choose an Honors course in a specific discipline or a special topics course. Special topics courses are team-taught seminars that cover interdisciplinary studies. In the past, these courses have included analysis of environmental issues; an exploration of the arts through theater, fine art, music, and dance; and the study of the history and culture of regions both within the United States and on an international level.

During their junior year, Honors students begin research toward a major thesis to be completed as a graduation requirement. Each student chooses a mentor from the faculty and begins to formulate a reading list that would contribute to a thesis proposal. In collaboration with his/her thesis director, the student develops an original idea about the chosen topic and then analyzes the information using research to substantiate this idea.

In order to graduate from the Honors Program, students must complete 27 hours of Honors courses including the required freshman core courses (12 hours), directed reading (3 hours), and the senior thesis or project (3 hours). All other Honors credits are acquired through electives.

Special Features of the Honors Program

Honors Spring Orientation

The Honors Program spring orientation is an opportunity for students who have been accepted to the Honors Program for the fall to experience campus life firsthand. Students arrive on Thursday evening and attend a dinner where they meet current students, faculty members, advisory board members, and administrators. High school seniors attending the orientation are greeted by a "host" student, a current member of the Honors Program, with whom they stay overnight and attend classes on Friday. Time for socializing, touring campus facilities, and meeting professors is part of the orientation schedule.

Honors Conferences

Shepherd College maintains membership in the Southern Regional Honors Council and the National Collegiate Honors Council. Opportunities to present research, serve on student panels, and attend workshops at the yearly conferences of each organization are available to members in good standing in the Honors Program. A substantial portion of conference expenses are paid by the Honors Program when a student participates.

Retreats

Early in the fall semester, all Honors students can attend a one-day retreat as a way of building community and discussing goals and values. Usually, the Honors Retreat takes place off-campus in a West Virginia State Park. In addition to discussing Honors education and curriculum, students get the opportunity to enjoy leisure time together and enjoy the beauty of West Virginia.

The Honors Advisory Board

The Honors Advisory Board consists of an elected faculty member from each division, the Honors director, and three student representative from the Honors Program. The Board meets each month to discuss and evaluate the Honors Program, plan for new events, and collaborate on decisions about policy and procedures.

International Study

The Honors Program utilizes a variety of options for students to study abroad. Up to this point, international travel has been in conjunction with a particular course (i.e., a winter trip to Hungary after a fall course in Hungarian culture and history). The Honors Center works closely with the Global Horizons program and the Modern Languages Department at Shepherd College to coordinate international study and travel.

If an Honors student wants to pursue an independent language course in a foreign country, he/she is encouraged to research the course of interest and submit a proposal to the Honors director and the Modern Language department. This proposal should include an overview or syllabus of the class, the host college/university, and the credit hours expected. In some cases, depending on the rigor of the course work, the student may receive Honors credit for this class.

Shepherd College Honors Center

The first floor of Thacher Hall is the home of the Shepherd College Honors Center and is reserved for the work, recreation, and residence of Honors students. The Honors Center Office (room 199) is situated next to a spacious study center equipped with tables, lounge chairs, and chalk boards. An adjacent computer center with printers is also available to Honor students for normal and late hour work.

The Honors Center gives students the opportunity to live together in a residential community. Here Honors students can establish closer ties outside the classroom as well as within. In addition, students have the opportunity to discuss course work in a more relaxed and informal setting. Activities are planned by students with the faculty members and college administrators who work together in undertakings such as lectures, formal and informal socials, field trips, community service, and other activities. The residential policy is such that non-disruptive behavior, mutual respect, and a quiet environment are encouraged among all Honor students.

Required Honors Courses

Freshman Interdisciplinary Written English and History of Civilization Seminar

This two-semester, team-taught seminar introduces freshman Honors students to major types of expository and critical writing in conjunction with the study of Western civilization. Topics focus on philosophical thought throughout history with emphasis on changes in government, economics, arts, science, and literature. Field trips include trips to Washington, New York, and Baltimore museums and theaters. Trips focus on the literary and historical connections of political thought and literary development. (English 101H, 102H; History 101H, 102H, or 103H.)

Directed Reading/Thesis

After completing a proposal in the Directed Reading Course, students have one semester to complete the Honors thesis, the final requirement for graduation from the Honors Program. The thesis should be a carefully prepared argument, in which the student explains an area of interest in the major or minor in which he/she will graduate. Students may also opt to complete a project (this may be applicable for such majors as graphic design, etc.) A project must also have a proposal leading up to its completion. The thesis culminates in a formal presentation of research to an audience consisting of faculty, students, friends, and family. (488H, 489H.)

Washington Gateway

Shepherd College's Washington Gateway Program draws upon the resources of the nation's capital and the College's proximity to those resources. Committed to excellence, Shepherd College provides a series of organized, in-depth, academic, cultural, and career experiences in the political and information capital of both our nation and the entire world.

The Gateway Program provides a variety of lectures, workshops, seminars, and field trip opportunities in such a way that the Washington, D.C.-Baltimore region becomes an exciting extension of the Shepherd experience.

The Washington Gateway includes five components:

- The Washington Semester at Shepherd College (see Experiential Education);
- Cooperative education and internship experiences (see Experiential Education);
- Special course offerings during semesters and intersessions;
- Seminars and lectures;
- Junior High Washington Gateway Program.

Contact the Washington Gateway Office in the College Center for more information.

Washington Gateway Courses

Each semester and intersession, unique and exciting Washington Gateway courses are sponsored by Shepherd College academic departments. These specialized courses utilize approximately 20 to 50 percent of class time in the metropolitan area. In these courses, students visit Washington and Baltimore with faculty to observe Congress and government at work, attend concerts and cultural events, study government policy, and more. Recent course topics have included: Medical Informatics; Shakespeare; Museum of American History; Introduction to Medieval Culture; The Federal Judicial System; Opera; Music History and Appreciation; and Psychohistory and the American Presidency.

Washington Gateway course work is offered during the regular semester sessions and summer school. Enrollment is open to both Shepherd and non-Shepherd students.

Seminar/Lecture Program

The Washington Gateway supports Shepherd's cultural arts programs in planning and coordinating various lectures and seminars relating to the metropolitan area. A number of well-known speakers and performers from the metropolitan area visit campus regularly to speak with students, faculty, and members of the community.

Junior High Washington Gateway Program

The Junior High Washington Gateway program at Shepherd College is designed to be an educational experience for West Virginia students entering the eighth grade. Using Shepherd's campus and the resources of the metropolitan area, the Gateway program attempts to provide a supportive, learning environment that introduces students to college planning. Gateway's primary intent is to motivate students who need the challenge into becoming better students and to "turn them on" to college.

Experiential Education

Shepherd encourages qualified upper-level students to round out their education with experiences that apply classroom learning to the reality of the business world, government, or not-for-profit organizations. Students must enroll in the appropriate experiential education course and complete academic work to earn credit and a grade. All experiences are supervised by both an on-site supervisor and a faculty member from Shepherd. Students have the opportunity to participate in experiential education through a variety of programs such as the Washington Semester, Cooperative Education, and other departmentally-sponsored internships. Academic departments, the Career Development Center, and designated academic advisors assist students in finding cooperative education or internship assignments.

The Washington Semester

The Washington Semester is a Washington Gateway program that allows a student to spend an entire semester working in Washington four days a week. The intern gets the opportunity to experience the world of work, face questions of real importance in business and national or international life, and give serious consideration to the choice of a career. The graduate then enters the job market as an applicant with demonstrated experience and references from work supervisors as well as academic advisors.

Who is Eligible: The Washington Semester is open to students from any major field. Half the 128 hours needed for graduation must be completed before the internship begins, with an overall GPA of 2.5. The student also must have completed at least nine credits in the major field or in the field most closely related to the internship, with a GPA of 2.5 in those courses. The Washington Semester is also available in the semester after the student completes all the requirements for graduation. The Washington Semester is now available to associate's degree students in the semester after they complete all the requirements for the associate's degree.

How it Works: The placement is tailored to the individual's goals, interests, and skills. Interns may work in any of the branches of government, in private trade organizations, or with not-for-profit groups. There is a supervisor at the workplace who trains, directs, and evaluates the intern.

Interns commute to Washington four days a week, then spend the fifth day at Shepherd taking part in the interdisciplinary Washington Semester Seminar, open only to participants in the Washington Semester program. The fifth day also allows time for work on the seminar paper and for meetings with academic advisors.

The internship earns 12 credits; the seminar earns 3 credits. Separate letter grades are assigned to the internship and the seminar; a pass/fail option is not available. These credits are counted as electives or, with the approval of the department, as partial fulfillment of the requirements of the major field.

WASH 390. THE WASHINGTON SEMESTER INTERNSHIP (12)

The Washington Semester program supplements classroom learning with practical knowledge by providing work experience in agencies and organizations in the Washington, D.C., metropolitan area. Each intern works four full days a week in a setting that is matched to the student's skills, interests, and career goals. The program is open to all majors, provided the student has a 2.5 GPA and has completed one-half of the requirements for graduation before the beginning of the internship. Other requirements are detailed in the program's procedures, copies of which are available from the Washington Semester program coordinator and the department chairs. All Washington Semester interns must also register for WASH 391.

WASH 391. THE WASHINGTON SEMESTER SEMINAR (3)

Open only to registrants in WASH 390. This interdisciplinary seminar meets once a week to examine American society through analysis of one or more basic concepts from a variety of academic perspectives. It provides a larger framework of understanding for participants in the Washington Seminar internships experience. Members of the seminar write a major research paper.

How to Start: Interested students should discuss the Washington Semester with the Washington Semester program coordinator. An early conversation is advisable, even a semester or two before the internship, because some attractive placements have a very early application deadline.

Cooperative Education or Co-op

Cooperative education offers the student the opportunity to integrate classroom learning and practical work experience with the added advantage of ongoing support and guidance from the Cooperative Education Office in the Career Development Center.

Student Benefits: Besides providing employment opportunities, cooperative education enables the student to gain invaluable pre-graduation experience in the career field; the opportunity, in many programs, to earn credit toward a degree; an opportunity to explore career interest; a permanent record of co-op experience on the student's transcript; the opportunity to relate academic training to the real world of work; financial assistance with college expenses; increased confidence; and increased employability after graduation.

Student Eligibility: Students must have the following eligibility: currently enrolled as a matriculated student; minimum of 45 credit hours for a bachelor's degree or 30 hours for an associate's degree; six credits completed in the major; completed at least one semester at Shepherd College; and have at least a 2.3 GPA overall and a 2.5 GPA in the major (Note: Some departments may require a higher GPA).

Application Procedure: Qualified students can apply by completing the Co-op Application in the Career Development Center. The Cooperative Education Office in the Career Development Center will assist students in finding assignments. All assignments must be approved by the academic department sponsoring the placement before the beginning of work. A learning agreement is signed by the department, employer, and student. Co-op students will be evaluated by an assigned faculty coordinator and the employer supervisor. A record of an approved co-op experience will be entered on the student's transcript.

Program Flexibility: There are two co-op schedules. A *parallel* schedule enables the student to participate in a co-op (part-time) and attend classes as well. In an *alternating* schedule, the co-op experience (full-time) and class work alternates by semester. The co-op schedule is determined by the nature of the work, the employer's needs, and the student's academic schedule and flexibility.

Co-op for Credit: Shepherd's co-op program is a cross-campus program. Many departments have integrated co-op into programs of study. Check with the director of cooperative education or academic chair in major to determine which programs are participating. Students earning credit for co-op may earn between 1 to 9 credit hours per experience depending on department policy and type of experience. Co-op is a multi-semester program and must be repeated at least twice before graduating. Each experience is evaluated individually. The co-op course is as follows (The xx represents department numbers that need to be inserted by the sponsoring department):

XX 392. COOPERATIVE EDUCATION (1-9)

Cooperative education allows students to acquire essential, practical skills by being exposed to the reality of the work world beyond the boundaries of campus. May be repeated for credit, but not in the same term. Co-op is a multi-semester program and must be repeated at least twice before graduating. Usually offered every term. Prerequisite: Minimum 2.3 overall GPA, 2.5 in the major, approval of academic department, and placement by the Career Development Center. Note:

Individual departments have the authority to require higher GPA requirements within their respective disciplines and may have additional prerequisites; refer to specific course listing.

Internship

A form of independent study that integrates classroom study with supervised work experiences, an internship enables students to acquire practical skills and to integrate the world of work with classroom knowledge. Although some interns do receive pay or subsistence benefits, the primary focus is upon the experience and the skills learned. An internship generally lasts no longer than a semester. Interns are not employees of the sponsoring company/organization. Since interns earn credit, students must enroll in an internship course and complete necessary academic work to earn a credit and a grade. An internship agreement is signed by on-site supervisor, faculty, and student. For more information, students should check with their advisor and/or department chair in their major field of study.

XX 292. INTERNSHIP (1-6)

Practical experience in local, regional, and Washington Gateway organizations such as government offices, museums, arts agencies, social action groups, research laboratories, and private corporations/companies. Interns learn how to translate classroom theory and methods into professional skills and opportunities. Usually offered every term. May be repeated. Prerequisite: Must have sophomore class standing with minimum 2.5 overall GPA and prior approval by the academic department. Note: Departments may have additional prerequisites; refer to specific course listings.



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Education Minor	94
Emergency Medical Services Minor	94
Engineering Minor	95
English Education Teaching Field 5-12, B.A.	97
English Education Teaching Field 5-9	98
English Major, B.A.	95
English Minor	96
Environmental Studies Comprehensive Major, B.S.	99
Environmental Science Concentration	99
Resource Management Concentration	100

Environmental Studies Minor	100
Family and Consumer Sciences Major, B.S.	101
Family and Consumer Sciences (Minors)	101
General Family and Consumer Sciences Minor	101
Family and Consumer Sciences Minor with a Child Development Emphasis	102
Family and Consumer Sciences Minor with a Fashion Emphasis	102
Family and Consumer Sciences Education Teaching Field Grades 5-12, B.A.	102
Fire Service Minor	103
French Minor	109
General Science Minor	103
General Science Teaching Field Grades 5-12, B.A.	104
Graphic Design Minor	74
Health Education Teaching Field Grades 5-12, B.A.	105
History Major, B.A.	105
History Minor	105
Journalism Minor	106
Mass Communication Major, B.A. or B.S.	106
Mass Communication Minor	107
Mathematics Major, B.S.	107
Mathematics Minor	108
Mathematics Teaching Field Grades 5-12, B.A.	108
Modern Languages	109
French Minor	109
Spanish Minor	109
Music Comprehensive Major, B.A.	110
Performance Concentration	111
Composition/Arranging Concentration	112
Music Minor	112
Music Teaching Field Grades K-12, B.A.	112
Nursing Comprehensive Major, B.S.N.	119
Occupational Safety and Health Minor	120
Office Technology Minor	120
Photography/Computer Imagery Minor	74
Physical Education Teaching Field Grades K-12, B.A.	121
Physics Minor	121
Political Science Major, B.S.	121
Political Science Minor	122
Pre-Dentistry, Pre-Medicine, Pre-Veterinary Medicine	122
Pre-Law	123
Pre-Theological Studies	123
Psychology Major, B.A.	124
Psychology Minor	125
Recreation and Leisure Studies Comprehensive Major, B.S.	126
Commercial Recreation/Tourism	126
Sport Communication	126
Sport Fitness	126
Sport Management	126
Therapeutic Recreation	126
Recreation and Leisure Studies Minor	128
Regents Bachelor of Arts Degree, R.B.A.	128
Secondary Education Professional Studies Core, B.A.	93
Social Studies Teaching Field Grades 5-12, B.A.	129
Social Studies Teaching Field Grades 5-9	130
Social Work Comprehensive Major, B.S.	131
Sociology Major, B.S.	133
Traditional Concentration	133
Criminal Justice Concentration	133
Sociology Minor	134
Spanish Minor	109
Theater Minor	134
Women's Studies Minor	135

ACCOUNTING

Due to the complexities of modern tax laws and governmental regulations, as well as the need for adequate cost information by business firms, the demand for accountants remains high, in both the private and public sectors of the economy. Courses are offered to provide job entry skills and to prepare students to take the Uniform CPA Examination.

Curriculum for a Major in Accounting

Specific general studies requirements:

ECON 205	Principles of Macroeconomics	3
MATH 154	Finite Mathematics	3
Total hours required for a major		54

Business core requirements 27

CIS 102	Microcomputer Applications	3
ACCT 201, 202	Introductory Accounting I and II	6
ECON 206	Principles of Microeconomics	3
BADM 212	Business Law I	3
BADM 224	Business Statistics	3
BADM 310	Principles of Management	3
BADM 340	Marketing	3
BADM 400	Financial Management	3

Accounting major requirements 27

Required courses, 21 hours:

ACCT 329, 330, 331	Intermediate Accounting I, II, and III	9
ACCT 335	Income Tax Accounting	3
ACCT 336	Cost Accounting	3
ACCT 402	Auditing	3
ACCT 406	Advanced Accounting	3

Elective hours from the following courses, 6 hours:

ACCT 392	Cooperative Education in Accounting	1-3
ACCT 401	Computer-Based Accounting	3
ACCT 403	Fund Accounting	3
ACCT 408	Auditing II	3
ACCT 410	Accounting Theory	3
ACCT 435	Income Tax II	3
BADM 313	Business Law II	3
BADM 407	Business Strategy and Policy	3
MATH 205	Calculus with Applications	4

Students should complete MATH 154, ACCT 201, ACCT 202, CIS 102, BADM 224, ECON 205, and ECON 206 during their first two years of study. They should also complete ECON 205 and MATH 154 as their general studies requirements during their first two years.

NOTE: Students cannot receive credit for ECON 123 after completing ECON 205 and ECON 206.

Curriculum for a Minor in Accounting

Total hours required for a minor 15

Required courses, 9 hours 9

ACCT 329	Intermediate Accounting I*	3
ACCT 330	Intermediate Accounting II	3
ACCT 331	Intermediate Accounting III	3

Elective hours from the following courses, 6 hours: 6

BADM 338	Business Information Systems	3
ACCT 410	Accounting Theory	3
ACCT 403	Fund Accounting	3
ACCT 335	Income Tax	3

ACCT 336	Cost Accounting	3
ACCT 305	Managerial Accounting	3
*Prerequisite: ACCT 201 & ACCT 202		

ANTHROPOLOGY/GEOGRAPHY

This minor introduces the student to cultures and their adaptation to physical environments. Past and present cultures in their broadest scope are examined, along with humans' use of natural resources, existing reserves, energy policy, and political economy.

Curriculum for a Minor in Anthropology/Geography

Total hours required	24	
GEOG 101	Principles of World Geography	3
GEOG 301	World Economic Geography	3
ANTH 300	Introduction to Archaeology	3
ANTH 314	General Anthropology	3
ANTH 315	Cultural Anthropology	3
Elective courses—3 credits selected from any course offering in geography and 6 credits in any combination from either anthropology or geography electives		9

ART

The programs in the Department of Art are designed to provide students with a diversified experience in art and an in-depth experience in one major concentration area. Students are challenged and encouraged to grow creatively and professionally as artists, graphic designers, photographers, and teachers. They progress through a carefully-developed series of courses mixing the development of technical skills, language, and theories of the visual arts with the broad-based knowledge of the liberal arts essential to artists in the complex contemporary world. The programs lead to either the Bachelor of Fine Arts (B.F.A.) degree, the only recognized degree for those who wish to compete for professional positions in studio art or to enter graduate school for an M.F.A., or the Bachelor of Arts (B.A.) degree in art education for those who intend to enter the teaching profession.

Curriculum for a Comprehensive Major in Art

Total hours required	128	
General studies	48	
(*All art majors are required to take ART 104 instead of ART 103)		
Fine arts core	18	
ART 140	Foundations of Design I	3
ART 170	Foundations of Design II	3
ART 203	Survey History of Western Art	3
ART 204	Contemporary Art	3
ART 208	Portfolio Development.....	1
ART 304	Special Topics in Art History	3
ART 490	Senior Review	2

Core Electives in Group I and II

Group I: *To be discussed with advisor.*

Select three classes (outside the concentration requirement) from the following		9
ART 115	Drawing I.....	3
ART 260	Printmaking I	3
PHOT 281	Black and White Photography I.....	3
GRDS 173	Graphic Design I.....	3
ART 230	Painting I	3
ART 250	Sculpture I	3

Group II: *To be discussed with advisor.*

Select three classes (outside the concentration requirement) from the following.....		9
ART 215	Drawing II	3
PHOT 282	Black and White Photography II	3
GRDS 276	Introduction to Computer Applications	3
ART 330	Painting II	3
ART 361	Printmaking II.....	3
ART 350	Sculpture II	3
ART 400	Special Topics in Studio Art	3

Concentrations (choose ONE)

In order to progress and to graduate the student enrolled in any BFA concentration must receive a minimum of a C in each course within the concentration, a minimum grade of C in ART 208 Portfolio Development and ART 490 Senior Review.

Graphic Design Concentration		45
Required courses		33
ART 115	Drawing I.....	3
ART 215	Drawing II	3
GRDS 171	Graphic Design I	3
GRDS 274	Graphic Design II	3
GRDS 276	Introduction to Computer Applications	3
GRDS 370	Advanced Design	3
GRDS 373	Digital Printing Technologies	3
GRDS 374	Typography	3
GRDS 400	Special Topics in Graphic Design	3
GRDS 480*	Individualized Study/ Alternatives in Graphic Design	3
GRDS 490	Capstone Portfolio	3
Select 12 hours from the following (to be discussed with advisor)		12
GRDS 377	Illustration	3-6
GRDS 378	Seminar in History of Graphic Design	3
PHOT 385	Digital Computer Imagery	3
GRDS 392	Cooperative Education in Graphic Design	3-6
GRDS 470	Internship in Graphic Design	1-6
GRDS 479	Professional Experiences in Design	3-6
GRDS 480*	Individualized Study/ Alternatives in Graphic Design	3
GRDS 481	Computer Applications in Graphic Design/Photography	3
	Electives (to be discussed with advisor)	3-6

*To be either an internship or independent study in area or field of interest which relates to design and career goals.

Painting Concentration		45
Required courses		36
ART 115	Drawing I.....	3
ART 215	Drawing II	3
ART 230	Painting I	3
ART 330	Painting II	3
ART 372	Computer Applications.....	3
ART 403	Criticism	3
ART 410	Advanced Drawing	3
ART 434	Advanced Painting Studio	9
ART 475	Interdisciplinary Studio	6
Select 9 hours from the following (to be discussed with advisor)		9
ART 375	Research Studio	3-6
ART 391	Internship	3-9
ART 400	Special Topics in Studio Art	3

ART 410	Advanced Drawing	3
ART 434	Advanced Painting Studio	3
ART 475	Interdisciplinary Studio	3
Photography/Computer Imagery Concentration		42-45
Required courses		15-18
PHOT 281	Black and White Photography I	3
PHOT 282	Black and White Photography II	3
PHOT 380	History of Photography	3
PHOT 383	Color Photography I	3
PHOT 385	Computer Digital Imagery	3-6
Select 27 hours from the following (to be discussed with advisor)		27
PHOT 381	Studio Photography I	3
PHOT 384	Photojournalism	3-6
PHOT 387	Multi-Media	3
PHOT 400	Special Topics in Photography/Computer Imagery	3
PHOT 480	Research in Photography	3-12
PHOT 481	Computer Applications in Graphic Design/ Photography	3
PHOT 484	Studio Photography II	3
PHOT 485	Color Photography II	3
PHOT 488	Internship in Photography	3-6
Printmaking Concentration		45
Required courses		36
ART 115	Drawing I	3
ART 215	Drawing II	3
ART 260	Printmaking I	3
ART 361	Printmaking II	3
ART 372	Computer Applications	3
ART 403	Criticism	3
ART 410	Advanced Drawing	3
ART 464	Advanced Printmaking Studio	9
ART 475	Interdisciplinary Studio	6
Select 9 hours from the following (to be discussed with advisor)		9
ART 375	Research Studio	3-6
ART 391	Internship	3-9
ART 400	Special Topics in Studio Art	3
ART 410	Advanced Drawing	3
ART 464	Advanced Printmaking Studio	3
ART 475	Interdisciplinary Studio	3
Sculpture Concentration		45
Required courses		36
ART 115	Drawing I	3
ART 215	Drawing II	3
ART 250	Sculpture I	3
ART 350	Sculpture II	3
ART 372	Computer Applications	3
ART 403	Criticism	3
ART 410	Advanced Drawing	3
ART 450	Advanced Sculpture Studio	9
ART 475	Interdisciplinary Studio	6
Select 9 hours from the following (to be discussed with advisor)		9
ART 375	Research Studio	3-6
ART 391	Internship	3-9
ART 400	Special Topics in Studio Art	3

ART 410	Advanced Drawing	3
ART 450	Advanced Sculpture Studio	3
ART 475	Interdisciplinary Studio	3

Curriculum for a Teaching Field in Art Grades K-12

A student who wishes to earn a Bachelor of Arts in art education K-12 takes college required general studies courses (47 hours), studio core (12 hours), studio orientation (18 hours), art education methods and theory (12 hours), education professional studies courses (27 hours), and electives to total 128 semester hours minimum. The major, outlined below, consists of studio courses, studio orientation, and methods and theory courses.

Total semester hours required	42
Studio core requirements	12
ART 140	Foundations of Design I 3
ART 170	Foundations of Design II 3
ART 203	Survey History of Western Art 3
ART 204	Contemporary Art 3
Studio orientation requirements	18
ART 115	Drawing I 3
ART 260	Printmaking I 3
PHOT 281	Black and White Photography I 3
GRDS 171	Graphic Design I 3
ART 230	Painting I 3
ART 250	Sculpture I 3
Methods and theory of teaching requirements	12
ARED 325	Aesthetic Inquiry 3
ARED 245	Visual Thinking Skills 3
ARED 355	Art Education Studio 3
EDUC 360	Survey of Exceptional Children 3
See professional education course listings under Education: Professional Studies Core for Secondary Education (30 hours required). Special Methods of Teaching Art is EDUC 427.	
Contact Person: Ms. Rhonda Smith, Frank Center A03, 304/876-5294.	

Curriculum for a Teaching Field in Art Grades 5-12

A student who wishes to earn a Bachelor of Arts in art education 5-12 takes college required general studies courses (47 hours), studio core (12 hours), studio orientation (15 hours), art education methods and theory (15 hours), education professional studies courses (30 hours) plus a studio concentration of two approved advanced studio electives (6 hours) and electives to total 128 hours. Students should be aware that employment is not possible in some states without K-4 as well as 5-12 certification.

Total semester hours requirements		48
Studio core required		12
ART 140	Foundations of Design I	3
ART 170	Foundations of Design II	3
ART 203	Survey History of Western Art	3
ART 204	Contemporary Art	3
Studio orientation requirements		15
ART 115	Drawing I	3
ART 260	Printmaking I	3
PHOT 281	Black and White Photography I	3
GRDS 171	Graphic Design I	3
ART 230	Painting I	3

Methods and theory of teaching requirements	15
ARED 325 Aesthetic Inquiry	3
ARED 245 Visual Thinking Skills	3
ARED 355 Art Education Studio	3
EDUC 360 Survey of Exceptional Children	3
ARED 451 Art Education Practicum	3
Studio concentration	6
See professional education course listings under Education: Professional Studies Core for Secondary Education (30 hours required). Special Methods of Teaching Art is EDUC 427.	
Contact Person: Ms. Rhonda Smith, Frank Center A03, 304/876-5294.	

Curriculum for a Minor in Art

Total hours required	27
ART 140 Foundations of Design I	3
ART 250 Sculpture I	3
ART 115 Drawing I	3
ART 203 Survey History of Western Art	3
ART 204 Contemporary Art	3
ART 230 Painting I	3
ART 260 Printmaking I	3
PHOT 281 Black and White Photography I	3
GRDS 171 Graphic Design I	3

Curriculum for a Minor in Graphic Design

Total hours required	24
Total design courses	18
ART 140 Foundations of Design I	3
ART 115 Drawing I	3
GRDS 171 Graphic Design I	3
GRDS 274 Graphic Design II	3
GRDS 276 Introduction to Computer Applications	3
GRDS 374 Typography	3
Select 6 hours from the following	6
GRDS 373 Digital Printing Technologies	3
GRDS 378 Seminar in the History of Graphic Design	3
GRDS 400 Special Topics in Graphic Design OR	3
GRDS 480 Individualized Study/ Alternatives in Graphic Design*	3
GRDS 481 Computer Applications in Graphic Design/Photography	3

* To be either an internship or independent study in an area/field of interest that related to design and career goals.

Curriculum for a Minor in Photography/Computer Imaging

Total semester hours required	24
ART 140 Foundations of Design I	3
PHOT 380 History of Photography	3
PHOT 281 Black and White Photography I	3
PHOT 282 Black and White Photography II	3
PHOT 381 Studio Photography I	3
PHOT 383 Color Photography I	3
PHOT 385 Computer Digital Imaging I	3
PHOT 387 Multi-Media	3

ATHLETIC TRAINING

The Physical Education Department offers a comprehensive interdisciplinary, nonteaching minor in athletic training. Athletic training as a minor is open to students in any major who meet the selection criteria. The curriculum is designed to prepare students for graduate school in sports medicine and eventually qualifying them for certification by the National Athletic Trainers Association (NATA) or to serve as an athletic trainer in the public schools. The minor in athletic training is open to students in any major who meet the selection criteria.

Selection Criteria

1. Candidates for the program should complete the application form by December of their sophomore year. Applications will be reviewed during the month of January and again in May.
2. Applicants must provide three letters of recommendation. It is desirable to have two letters from faculty and one from a physician, physical therapist, or athletic trainer.
3. Applicants must be in good academic standing and provide a transcript of courses completed and a statement of athletic training-related experiences.

Curriculum for a Minor in Athletic Training

Total semester hours required	28
HLTH 103 Personal Health	3
HLTH 225 First Aid/CPR	3
ATHC 224 Care and Prevention of Athletic Injuries	3
FACS 318 Nutrition	3
PHED 328 Head, Trunk, Extremity Assessment	3
PHED 360 Athletic Training Practicum I	3
PHED 365 Athletic Training Practicum II	3
PHED 370 Applied Anatomy and Physiology	4
PHED 405 Applied Kinesiology	3

BIOLOGY

The biology curricula enable students to build a knowledge base about their physical and biological universe; foster an attitude of inquiry; and develop a functional understanding of the process of science, the interrelatedness of the various scientific disciplines, and the interactions of science, society, and technology. The biology curricula also provide opportunities for students to develop a variety of laboratory, field, and technical skills vital to success in the pursuit of knowledge in biology. In addition to the above goals, the biology 9-12 teaching field complies with and endorses the conceptual framework of the Shepherd College Teacher Education Program and strives to produce teachers who are capable reflective problem solvers.

Curriculum for a Major in Biology

Specific general studies requirements

CHEM 207, 207L General Chemistry and Lab	4
CHEM 209, 209L General Chemistry and Lab	4
MATH 205 Calculus with Applications OR	
MATH 314 Statistics	3-4

NOTE: The prerequisite for MATH 205 is competence equivalent to successful completion of MATH 108 and the prerequisite for MATH 314 is competence equivalent to successful completion of MATH 105.

Total hours required	46-49
Required biology courses	30-33
BIOL 208 Plants as Organisms	4
BIOL 209 Animals as Organisms	4
BIOL 305 Cell Biology	4
BIOL 394 Principles of Biological Research	3

BIOL 344	Genetics and Evolution	4
BIOL 406	Developmental Biology	4
BIOL 420	General Ecology	4
BIOL 415	Biological Research or	
BIOL 425	Internship in Biology	3-6
Elective biology courses		8
Any courses numbered BIOL 302 through BIOL 450 except BIOL 350		
Required related courses		8
PHYS 201, 201L	College Physics and Lab AND	
PHYS 202, 202L	College Physics and Lab OR	8
PHYS 221, 221L	General Physics and Lab AND	
PHYS 222, 222L	General Physics and Lab	8

Curriculum for a Minor in Biology

Option I. Traditional Track

Specific general studies requirements

CHEM 207, 207L	General Chemistry and Lab	4
CHEM 209, 209L	General Chemistry and Lab	4
Total hours required		24

Required biology courses

BIOL 208	Plants as Organisms	4
BIOL 209	Animals as Organisms	4
BIOL 305	Cell Biology	4

Any two of the following:

BIOL 344	Genetics and Evolution	4
BIOL 406	Developmental Biology	4
BIOL 420	General Ecology	4

Elective biology courses

BIOL 302	Microbiology	4
BIOL 310	Plant Pathology	3
BIOL 313	Invertebrate Natural History	4
BIOL 324	Plant Taxonomy I Fall Flora	2
BIOL 325	Plant Taxonomy II Spring Flora	1
BIOL 332	Comparative Anatomy	4
BIOL 344	Genetics and Evolution	4
BIOL 401	Histology	4
BIOL 404	Immunology	4
BIOL 406	Developmental Biology	4
BIOL 410	Plant Physiology	3
BIOL 412	Animal Physiology	3
BIOL 416	Molecular Biology	4
BIOL 418	Virology	4
BIOL 420	General Ecology	4

Option II. Molecular Track

Specific general studies requirements

CHEM 207, 207L	General Chemistry and Lab	4
CHEM 209, 209L	General Chemistry and Lab	4
Required biology courses		27

BIOL 208	Plants as Organisms	4
BIOL 209	Animals as Organisms	4
BIOL 305	Cell Biology	4
BIOL 302	Microbiology	4
BIOL 344	Genetics and Evolution	4
BIOL 394	Principles in Biological Research	3

BIOL 404	Immunology OR	
BIOL 416	Molecular Biology OR	
BIOL 418	Virology	4

NOTE: For the minor, the student must also take any 3 credit hour mathematics course numbered MATH 108 or above, other than MATH 111 or MATH 101.

Curriculum for a Biology Teaching Field Grades 9-12

Specific general studies requirements		4
CHEM 207, 207L	General Chemistry and Lab	4
CHEM 209, 209L	General Chemistry and Lab	4
MATH 205	Calculus with Applications	4
Total hours required		48
Required courses		
A. Interdisciplinary Core		23
BIOL 208	Plants as Organisms	4
BIOL 209	Animals as Organisms	4
GSCI 301	Geology	4
PHYS 201	College Physics I	4
PHYS 202	College Physics II	4
MATH 314	Statistics	3
B. Biology 9–12 Specialization		25
BIOL 225	Human Anatomy and Physiology	3
BIOL 226	Human Anatomy and Physiology	3
BIOL 302	Microbiology	4
BIOL 305	Cell Biology	4
BIOL 344	Genetics and Evolution	4
BIOL 394	Principles of Biological Research	3
BIOL 420	General Ecology	4

Note Concerning Math Requirement: The prerequisite for MATH 205 is mathematical competence equivalent to the successful completion of MATH 108 Precalculus.

Other Requirements: Although one may declare secondary education with a specialization in biology 9–12 as a major upon admission to the College, to be officially admitted to the Shepherd College Teacher Education Program and pursue this teaching field, the student must meet the following criteria as well as those criteria that apply to all teaching specializations:

1. The student must have completed BIOL 208 Plants as Organisms, BIOL 209 Animals as Organisms, CHEM 207 and 209 General Chemistry, CHEM 207L and 209L General Chemistry Lab, or their equivalents with a grade of C or better in each course.
2. The student must have completed a minimum of 32 semester hours of academic work at Shepherd College with an overall GPA of at least 2.5 and a GPA of at least 2.5 in this specialization.

See professional education course listings under Education: Professional Studies Core for Secondary Education (30 hours required). Special Methods of Teaching Sciences is EDUC 423.

Retention in and completion of this program requires the student to meet retention, admission to student teaching, and certification standards set by the Professional Education Unit Council. All of the standards for this program can be found in *Information and Planning Handbook for Students Pursuing the Biology 9–12, Chemistry 9–12, or General Science 5–12 Specializations*.

Contact Person: Dr. Jason Best, Stutzman-Slonaker Hall 107, 876-5331.

BUSINESS ADMINISTRATION

Curriculum for a Major in Business Administration with a Concentration in General Business

The concentration in general business provides students with flexibility in the job market. It prepares generalists who should be able to meet changes in the specific employment needs of the business community.

Specific general studies requirements:

ECON 205	Principles of Macroeconomics	3
MATH 154	Finite Mathematics	3
Total hours required for a major		48

Business core requirements

CIS 102	Microcomputer Applications	3
ACCT 201, 202	Introductory Accounting I and II	6
ECON 206	Principles of Microeconomics	3
BADM 224	Business Statistics	3
BADM 212	Business Law I	3
BADM 310	Principles of Management	3
BADM 340	Marketing	3
BADM 345	Business Communications	3
BADM 400	Financial Management	3
BADM 407	Business Strategy and Policy	3

General business requirements

One of the following accounting courses:

ACCT 305	Managerial Accounting	3
ACCT 329	Intermediate Accounting I	3
ACCT 335	Income Tax	3
ACCT 336	Cost Accounting	3

One of the following marketing courses:

BADM 350	Retailing	3
BADM 352	International Marketing	3
BADM 365	Promotional Strategy	3
BADM 375	Strategic Marketing	3
BADM 395	Consumer Behavior	3
BADM 405	Marketing Research	3

One of the following management courses:

BADM 324	Labor Problems/Collective Bargaining	3
BADM 323	Human Resource Management	3
BADM 413	Quantitative Methods	3
PSYC 321	Industrial/Organizational Psychology	3

Two additional elective courses are required. One must come from ACCT, BADM, CIS, or ECON numbered 300 or higher, and one must come from the following list:

BADM 205	Calculus with Applications*	4
CIS 211	Computer Language Concepts**	4
BADM 313	Business Law II	3
CIS 318	Object-Oriented Programming with C++**	3
ACCT 330	Intermediate Accounting II	3
BADM 320	Employment Law	3
BADM 405	Marketing Research	3
BADM 413	Quantitative Methods*	3
ECON 301	Intermediate Microeconomic Analysis***	3
ECON 303	Managerial Economics***	3
ECON 305	Money and Banking***	3

*Students minoring in mathematics may not use these courses to fulfill the above requirement.

**Students minoring in programming and information systems may not use these courses to fulfill the above requirement.

***Students minoring in economics or seeking a double major in business and economics may not use these courses to fulfill the above requirement.

NOTE: Students cannot receive credit for ECON 123 after completing ECON 205 and ECON 206. Students should complete MATH 154, ACCT 201, ACCT 202, CIS 102, BADM 224, BADM 212, ECON 205, and ECON 206 during their first two years of study.

Curriculum for a Major in Business Administration with a Concentration in Entrepreneurship and Small Business Management

The concentration in entrepreneurship and small business management is designed to provide students with the knowledge and skills to facilitate the creation, development, and operational management of small businesses.

Specific general studies requirements:

ECON 205	Principles of Macroeconomics	3
MATH 154	Finite Mathematics	3
Total hours required for the major		48

Business core requirements 33

CIS 102	Microcomputer Applications	3
ACCT 201, 202	Introductory Accounting I and II	6
ECON 206	Principles of Microeconomics	3
BADM 212	Business Law I	3
BADM 224	Business Statistics	3
BADM 310	Principles of Management	3
BADM 340	Marketing	3
BADM 345	Business Communications	3
BADM 400	Financial Management	3
BADM 407	Business Strategy and Policy	3

Entrepreneurship and small business management concentration requirements 15

Required courses, 12 hours:

BADM 311	Small Business Management	3
BADM 350	Retailing	3
BADM 411	Entrepreneurship and New Venture Formation	3
BADM 405	Marketing Research	3

Electives from the following courses, 3 hours:

BADM 313	Business Law II	3
ACCT 305	Managerial Accounting	3
BADM 323	Human Resource Management	3
BADM 292 OR		

BADM 392	Internship or Cooperative Education	3
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Note: Students cannot receive credit for ECON 123 after completing ECON 205 and ECON 206.

Curriculum for a Major in Business Administration with a Concentration in Human Resource Management

The concentration in human resource management (HRM) is designed to provide students with the knowledge and skills to pursue, acquire, and function in entry level positions in HRM areas of responsibility.

Specific general studies requirements:

ECON 205	Principles of Macroeconomics	3
MATH 154	Finite Mathematics	3
Total hours required for a major		48

Business core requirements 33

CIS 102	Microcomputer Applications	3
ACCT 201 and 202	Introductory Accounting I and II	6

ECON 206	Principles of Microeconomics	3
BADM 212	Business Law I	3
BADM 224	Business Statistics	3
BADM 310	Principles of Management	3
BADM 340	Marketing	3
BADM 345	Business Communications	3
BADM 400	Financial Management	3
BADM 407	Business Strategy and Policy	3
Human resource management requirements		15
Required courses, 12 hours:		
BADM 320	Employment Law	3
BADM 323	Human Resource Management	3
BADM 324	Labor Problems/Collective Bargaining	3
PSYC 321	Industrial/Organizational Psychology	3
Electives from the following courses, 3 hours:		
COMM 203	Introduction to Mass Communication	3
FACS 307	Resource Management	3
BADM 415	Operations/Production Management	3
BADM 390	Human Relations in Industry	3
BADM 292	Internship in Business OR	
BADM 392	Cooperative Education in Business	3

Note: Students cannot receive credit for ECON 123 after completing ECON 205 and ECON 206.

Curriculum for a Major in Business Administration with a Concentration in Management

The concentration in management is designed to provide students with knowledge and skills in solving both quantitative and behavioral problems associated with the management functions of planning, organizing, leading and controlling.

Specific general studies requirements:

ECON 205	Principles of Macroeconomics	3
MATH 154	Finite Mathematics	3
Total hours required for a major		48
Business core requirements		33
CIS 102	Microcomputer Applications	3
ACCT 201, 202	Introductory Accounting I and II	6
ECON 206	Principles of Microeconomics	3
BADM 212	Business Law I	3
BADM 224	Business Statistics	3
BADM 310	Principles of Management	3
BADM 340	Marketing	3
BADM 345	Business Communications	3
BADM 400	Financial Management	3
BADM 407	Business Strategy and Policy	3
Management concentration requirements		15
Required courses, 12 hours:		
ACCT 305	Managerial Accounting	3
PSYC 321	Industrial/Organizational Psychology	3
BADM 415	Operations and Production Management	3
ECON 303	Managerial Economics	3
Electives from the following courses, 3 hours:		
CIS 418	Management Information Systems	3
BADM 320	Employment Law	3
BADM 323	Human Resource Management	3
BADM 324	Labor Problems/Collective Bargaining	3
BADM 375	Strategic Marketing	3

BADM 413	Quantitative Methods	3
ECON 350	Government and Business	3
Students should complete MATH 154, ACCT 201, ACCT 202, CIS 102, BADM 224, BADM 212, ECON 205, and ECON 206 during their first two years of study.		
Note: Students cannot receive credit for ECON 123 after completing ECON 205 and ECON 206.		

Curriculum for a Major in Business Administration with a Concentration in Marketing

Emphasis on problems of marketing including production controls, transportation, merchandising, purchasing, and sales has created expanding job opportunities in this field.

Specific general studies requirements:		
ECON 205	Principles of Macroeconomics	3
MATH 154	Finite Mathematics	3
Total hours required for a major		48
Business core requirements		33
CIS 102	Microcomputer Applications	3
ACCT 201, 202	Introductory Accounting I and II	6
ECON 206	Principles of Microeconomics	3
BADM 212	Business Law I	3
BADM 224	Business Statistics	3
BADM 310	Principles of Management	3
BADM 340	Marketing	3
BADM 345	Business Communications	3
BADM 400	Financial Management	3
BADM 407	Business Strategy and Policy	3
Marketing concentration requirements		15

Required courses, 12 hours:		
ACCT 305	Managerial Accounting	3
BADM 375	Strategic Marketing	3
BADM 395	Consumer Behavior	3
BADM 405	Marketing Research	3
Electives from the following courses, 3 hours:		
BADM 350	Retailing	3
BADM 352	International Marketing	3
BADM 365	Promotional Strategy	3
Students should complete MATH 154, ACCT 201, ACCT 202, CIS 102, BADM 224, BADM 212, ECON 205, and ECON 206 during their first two years of study.		
Note: Students cannot receive credit for ECON 123 after completing ECON 205 and ECON 206.		

Curriculum for a Minor in Business Administration

Specific general studies requirements		
ECON 205	Principles of Macroeconomics	3
MATH 154	Finite Mathematics	3
Total hours required for a minor		27
ACCT 201, 202	Introductory Accounting I and II	6
ECON 206	Principles of Microeconomics	3
CIS 102	Microcomputer Applications	3
BADM 224	Business Statistics*	3
BADM 212	Business Law I	3
BADM 310	Principles of Management	3
BADM 340	Marketing	3
BADM 400	Financial Management	3

*Students not majoring in economics may, with the permission of the chair of the Department of Business Administration, substitute MATH 314 Statistics for BADM 224. Students required to

take MATH 314 in their major will substitute a business elective ACCT, BADM, ECON or CIS 300 or higher.

NOTE: Students cannot receive credit for ECON 123 after completing ECON 205 and ECON 206.

Curriculum for a Teaching Field in Business Education Grades 9-12

The following curriculum prepares teachers of business subjects for high schools, as well as vocational-technical schools. The four-year program leads to certification in the field of business education.

Specific general studies requirements

ECON 123	Contemporary Economics OR	
ECON 205	Principles of Macroeconomics	3
MATH 154	Finite Mathematics	3
Total hours required for teaching field		51
ACCT 201 and 202	Introductory Accounting I and II	6
BADM 150	Introduction to Business	3
BADM 212	Business Law I	3
BADM 224	Business Statistics	3
BADM 310	Principles of Management	3
BADM 340	Marketing	3
BADM 345	Business Communications	3
BSED 104	Keyboarding II	3
BSED 201	Alphabetic Notetaking	3
BSED 250	Introduction to Office Technology	3
BSED 320	Electronic Editing	3
BSED 324	Office Administration	3
BSED 329	Office Systems Software	3
BSED 380	Desktop Publishing	3
BSED 392	Cooperative Education	3
EDUC 360	Survey of Exceptional Children	3

See professional education course listings under Education: Professional Studies Core for Secondary Education (30 hours required). Special Methods of Teaching Business Education is EDUC 430.

Contact Person: Dr. Barbara Beard, White Hall 208, 304/876-5351.

CHEMISTRY

The Department of Physical Sciences offers a B.S. degree in chemistry. There are three concentrations—the traditional, the biochemistry, and the environmental chemistry concentrations, the former emphasizing the more quantitative, the second the more biological aspects of chemistry, and the latter the aspects related to the environment. Training in chemistry is a good foundation for careers in fields as diverse as industrial chemistry, environmental science, forensic science, and biotechnology. The biochemistry track provides excellent preparation for students who wish to enter medical, dental, and other health-related professional schools.

Graduates of the program have obtained jobs as chemists and technicians in industrial and government laboratories or have entered graduate programs at leading universities in chemistry, chemical engineering, medicine, and pharmacology.

The chemistry curricula foster an attitude of inquiry, develop an understanding of the process of science, the interrelatedness of scientific disciplines, and the interactions of science, society, and technology. The chemistry curricula also provide opportunities for students to develop a variety of laboratory and technical skills important to the chemical profession.

In addition to the above goals, the chemistry 9-12 teaching field complies with and endorses the conceptual framework of the Shepherd College Teacher Education Program and strives to produce teachers who are reflective problem solvers.

Curriculum for a Major in Chemistry–Traditional Concentration

Specific general studies requirements	8
CHEM 207, 207L General Chemistry and Lab	4
CHEM 209, 209L General Chemistry and Lab	4
Total hours required	49
Core courses	35
CHEM 315, 315L Organic Chemistry I and Lab	4
CHEM 316, 316L Organic Chemistry II and Lab	4
CHEM 321, 321L Analytical Chemistry and Lab	4
CHEM 322, 322L Instrumental Analysis and Lab	4
CHEM 325 Computers in Science	3
CHEM 327, 327L Solution Chemistry and Lab	4
CHEM 450 Research in Chemistry	4
PHYS 201, 201L College Physics I and Lab AND	
PHYS 202, 202L College Physics II and Lab OR	
PHYS 221, 221L General Physics and Lab AND	
PHYS 222, 222L General Physics and Lab	8
Additional required courses	14
MATH 207 Calculus I	4
MATH 208 Calculus II	4
CHEM 427, 427L Spectroscopy and Advanced Physical Chemistry Lab	4
CHEM 428 Thermodynamics	2

Curriculum for a Major in Chemistry–Biochemistry Concentration

Specific general studies requirements	8
CHEM 207, 207L General Chemistry and Lab	4
CHEM 209, 209L General Chemistry and Lab	4
Total hours required	49
Core courses	35
CHEM 315, 315L Organic Chemistry I and Lab	4
CHEM 316, 316L Organic Chemistry II and Lab	4
CHEM 321, 321L Analytical Chemistry and Lab	4
CHEM 322, 322L Instrumental Analysis and Lab	4
CHEM 325 Computers in Science	3
CHEM 327, 327L Solution Chemistry and Lab	4
CHEM 450 Research in Chemistry	4
PHYS 201, 201L College Physics I and Lab AND	
PHYS 202, 202L College Physics II and Lab OR	
PHYS 221, 221L General Physics and Lab AND	
PHYS 222, 222L General Physics and Lab	8
Additional required courses	15-16
MATH 207 Calculus I AND	
MATH 208 Calculus II OR	
MATH 205 Calculus with Applications AND	
MATH 314 Statistics	7-8
CHEM 329, 329L Biochemistry I and Lab	4
CHEM 330, 330L Biochemistry II and Lab	4

*NOTE: Students in biochemistry concentration must minor in Biology, Option II: Molecular Track.

Curriculum for a Comprehensive Major in Chemistry–Environmental Chemistry Concentration

Total hours required	128
Specific general studies requirements	11
MATH 314 Statistics	3

PHYS 201, 201L	College Physics I and Lab AND	
PHYS 202, 202L	College Physics II and Lab OR	
PHYS 221, 221L	General Physics and Lab AND	
PHYS 222, 222L	General Physics and Lab	8
Core courses		42
CHEM 207, 207L	General Chemistry and Lab	4
CHEM 209, 209L	General Chemistry and Lab	4
CHEM 315, 315L	Organic Chemistry I and Lab	4
CHEM 316, 316L	Organic Chemistry II and Lab	4
CHEM 321, 321L	Analytical Chemistry and Lab	4
CHEM 322, 322L	Instrumental Analysis and Lab	4
CHEM 325	Computers in Science	3
CHEM 327, 327L	Solution Chemistry and Lab	4
CHEM 329, 329L	Biochemistry I and Lab	4
CHEM 333	Environmental Chemistry	3
CHEM 450	Research in Chemistry (Environmental)	4
Environmental science concentration requirements		13
ENVS 201	Dimensions of Environmental Science I	3
ENVS 206	Physical Resource Management	3
ENVS 305	Environmental Law OR	
ENVS 306	Environmental Policy	3
ENVS 401	Concepts of Ecology	4
Choose two of the following courses		8
ENVS 440	Solid Waste/Air Management	4
ENVS 441	Hydrology	4
GSCI 301	Geology	4
GSCI 303	Meteorology	4
Additional requirements		8
BIOL 102	General Biology II	4
MATH 204	Calculus with Applications OR	
MATH 207	Calculus I	4
Electives		10

Curriculum for a Minor in Chemistry

Total hours required	24
Required chemistry courses	16
CHEM 207, 207L General Chemistry I and Lab	4
CHEM 209, 209L General Chemistry II and Lab	4
CHEM 315, 325L Organic Chemistry I and Lab	4
CHEM 316, 316L Organic Chemistry II and Lab	4
Elective chemistry courses	8
Any chemistry courses numbered CHEM 301 or higher, except CHEM 311 Chemical Pharmacology	

Curriculum for a Teaching Field in Chemistry Education Grades 9-12

Specific general studies requirements		11
CHEM 207, 207L	General Chemistry and Lab	4
CHEM 209, 209L	General Chemistry and Lab	4
MATH 314	Statistics	3
Total hours required		49
A. Interdisciplinary core		20
BIOL 208, 209*	Plants as Organisms and Animals as Organisms	8
GSCI 301	Geology	4
PHYS 201, 201L	College Physics I and Lab	4
PHYS 202, 202L	College Physics II and Lab	4
B. Chemistry 9-12 specialization		29
CHEM 315, 315L	Organic Chemistry I and Lab	4

CHEM 316, 316L	Organic Chemistry II and Lab	4
CHEM 321, 321L	Analytical Chemistry and Lab	4
CHEM 327, 327L	Solution Chemistry	4
CHEM 329	Biochemistry I	3
CHEM 330	Biochemistry II	3
CHEM xxx	Elective in Chemistry	3
MATH 205	Calculus with Applications	4

Note Concerning Elective in Chemistry: The required elective must be an upper division CHEM course approved by the academic advisor. Strongly recommended courses are CHEM 301 Inorganic Chemistry, CHEM 322 and 322L Instrumental Analysis, and CHEM 325 Computers in Science.
Note Concerning Math Requirement: The prerequisite for MATH 205 is mathematical competence equivalent to the successful completion of MATH 108 Precalculus.

Other Requirements: Although a student may declare secondary education with a specialization in chemistry education 9-12 as a major upon admission to the College, to be officially admitted to the Shepherd College Teacher Education Program and pursue this teaching field, the student must meet the following criteria as well as those criteria that apply to all teaching specializations:

1. The student must have completed BIOL 208 Plants as Organisms, BIOL 209 Animals as Organisms, CHEM 207 and 209 General Chemistry, CHEM 207L and 209L General Chemistry Lab or their equivalents with a grade of C or better in each course.
2. The student must have completed a minimum of 32 semester hours of academic work at Shepherd College with an overall GPA of at least 2.5 and a GPA of at least 2.5 in this specialization.

Retention in and completion of this program require the student to meet retention, admission to student teaching, and certification standards set by the Professional Education Unit Council. All of the standards for this program can be found in *Information and Planning Handbook for Students Pursuing the Biology 9-12, Chemistry 9-12, and General Science 5-12 Specializations*.

See professional education course listings under Education: Professional Studies Core for Secondary Education (30 hours required). Special Methods of Teaching Sciences in EDUC 423.

Contact Person: Dr. Jason Best, Stutzman-Slonaker Hall 107, 304/876-5331.

COACHING-ATHLETIC

One of the major problems facing athletics is the lack of professional training of coaches at all levels. The growth of competitive athletics has caused the demand for coaches to expand beyond the supply of physical educators, and those outside of physical education have received little or no training in coaching, conditioning, or care of injuries. To coach in public school, West Virginia law states that “all coaches should hold a teaching certificate and must be employed by the district as a regular or part-time teacher.” This law has little regard for the training of coaches or the nature of their non-coaching duties. The following coaching minor has been approved at Shepherd College to help institute a quality program for coaches.

Minor in Coaching

Total hours required for a minor	23	
Required courses	17	
HLTH 225	First Aid/CPR	3
ATHC 224	Care and Prevention of Athletic Injuries	3
PHED 380	Perceptual Motor Learning	2
ATHC 403	Principles of Coaching	3
ATHC 405	Psychology of Coaching	3
ATHC 450	Coaching Internship	3
Choose two of the following	6	
ATHC 350	Coaching of Football	3
ATHC 351	Coaching of Basketball	3
ATHC 352	Coaching of Baseball	3
ATHC 353	Coaching of Tennis	3

COMPUTER AND INFORMATION SCIENCES

Curriculum for a Comprehensive Major in Computer and Information Sciences

This comprehensive program provides students with the concepts and skills necessary to develop and manage state-of-the-art computer systems. The interdisciplinary nature of the program reflects the importance of computer and information sciences in virtually every kind of organization. Graduates of the program will be prepared to apply their knowledge professionally and to pursue graduate training.

Total hours required	128
General studies requirements (including mathematics requirement*)	47
Concentration requirements	39-47
General electives	7-15
Core requirements	27
CIS 102 Microcomputer Applications	3
CIS 104 Introduction to Computer and Information Sciences	3
CIS 211 Computer Language Concepts	4
CIS 312 Advanced Computer Language Concepts	4
CIS 385 Assembly Language Program. & Computer Organization ...	4
CIS 388 Database Management Systems	3
CIS 417 Advanced Applications Programming and File Structures ...	3
CIS 419 Data Communications and Local Area Networks	3

Computer Programming and Information Systems (CPIS) Concentration	39
Required business and mathematics courses	18
MATH 314 Statistics	3
ACCT 201 Introductory Accounting I	3
ACCT 202 Introductory Accounting II	3
BADM 310 Principles of Management	3
BADM 345 Business Communications	3
BADM 413 Quantitative Methods	3
Required CIS courses	9
CIS 287 Systems Analysis and Design	3
CIS 318 Object-oriented Programming with C++	3
CIS 302 Windows Programming	3
Required electives	12
Any CIS course numbered CIS 200 or above	

Computer Science (CS) Concentration	47
Required mathematics courses	20
MATH 207 Calculus I	4
MATH 208 Calculus II	4
MATH 254 Discrete Mathematics	3
MATH 307 Introduction to Linear Algebra	3
MATH 318 Numerical Analysis	3
MATH 321 Probability and Statistics OR	
MATH 314 Statistics	3
Required CIS courses	15
CIS 331 Programming Languages	3
CIS 390 Operating Systems	3
CIS 421 Computer Architecture	3
CIS 431 Algorithms and Data Structures	3
CIS 487 Software Engineering	3
Required electives	12
Any CIS course numbered CIS 200 or above	

* MATH 154 in the CPIS concentration and MATH 108 in the CS concentration will fulfill the general studies mathematics requirement.

Curriculum for a Minor in Computer and Information Sciences

When selecting a minor, the student must be aware that 45 hours of upper division credits are required for graduation.

Total hours required for a minor 22

A total of 22 credit hours in CIS is required. Of these, 9 credit hours must be upper division credits.

ECONOMICS

The study of economics helps develop skills for understanding how individuals, firms, a nation or groups of nations make economic choices. The programs help prepare students for careers in business, finance, governmental service, law, graduate studies, and research.

Students majoring or minoring in economics must take ECON 205 Principles of Macroeconomics for their general studies economics requirement and MATH 154 Finite Mathematics for their general studies mathematics requirement.

Curriculum for a Major in Economics

Specific general studies requirements:

ECON 205	Principles of Macroeconomics	3
MATH 154	Finite Mathematics	3
Total hours required for a major		30
Required courses		15
BADM 224	Business Statistics	3
ECON 206	Principles of Microeconomics	3
ECON 301	Intermediate Microeconomics	3
ECON 302	Intermediate Macroeconomics	3
ECON 450	Senior Seminar in Economics	3
Electives from the following courses		15
BADM 413	Quantitative Methods	3
ECON 303	Managerial Economics	3
ECON 304	History of Economic Thought	3
ECON 305	Money and Banking	3
ECON 310	Public Finance	3
ECON 320	Urban Economics	3
ECON 325	International Finance	3
ECON 326	International Trade	3
ECON 330	Economics of Developing Countries	3
ECON 350	Government and Business	3
ECON 392	Cooperative Education	3
HIST 311	Economic History of the United States	3
MATH 205	Calculus with Applications	4

NOTE: Students cannot receive credit for ECON 123 after completing ECON 205 and ECON 206.

Curriculum for a Minor in Economics

Total hours required for a minor 15

Required courses*

ECON 301	Intermediate Microeconomics	3
ECON 302	Intermediate Macroeconomics	3
Elective hours from the following courses*		9
BADM 413	Quantitative Methods	3
ECON 303	Managerial Economics	3
ECON 304	History of Economic Thought	3
ECON 305	Money and Banking	3
ECON 310	Public Finance	3
ECON 320	Urban Economics	3
ECON 325	International Finance	3
ECON 326	International Trade	3

ECON 330	Economics of Developing Countries	3
ECON 350	Government and Business	3
ECON 450	Senior Seminar in Economics	3
HIST 311	Economic History of the United States	3
MATH 205	Calculus with Applications	4

*Some of these courses have as a prerequisite, BADM 224 and ECON 206.

NOTE: Students cannot receive credit for ECON 123 after completing ECON 205 and ECON 206.

EDUCATION

Philosophy and Theme

The teacher education program faculty members believe that in order to be effective in today's school, a teacher must be knowledgeable, possess a professional disposition, and conduct teaching/learning experiences that ensure the development of all children's abilities to be critical participants in and productive members of a democratic society. The professional education unit faculty members have agreed that a teacher education program at Shepherd College that enables prospective teachers to acquire the above characteristics will be based on the following philosophical position:

The teacher education program faculty members are committed to the idea that knowledge enables one to make informed choices, to actively participate in the shaping of one's own and life and the shaping of the social, cultural, political, and economic structures of a democratic society. Education should empower all students and teachers to do this. Our purpose is to facilitate the development of prospective teachers who demonstrate the willingness and capacity for a pedagogy that truly empowers all P-12 students. The schooling context is very complex and characterized by a significant degree of ambiguity. This ambiguous complexity of the teaching context precludes a formulaic approach to teaching. So, the emphasis is on the prospective teacher developing a philosophy and a set of principles that guide practice and the reflective process of problem solving. The teacher must be able to function in this complex and ambiguous context in a reflective manner; identifying problems, framing them, considering alternative solutions and choosing and implementing courses of action. The criteria for the assessment of effective teaching must include not only curricular and pedagogical concerns but also the ethical dimensions of teaching/learning. Schooling is not done to students, it is done with students.

Consistent reflection of the nature and practice of education is a hallmark of a critically-thinking teacher. Consequently, the chosen theme of the teacher education program at Shepherd College is Teacher as Reflective Problem Solver (TARPS). We have established a framework for the development of reflective dispositions. In order to effectively respond to the range of concerns found in today's classrooms, a teacher needs to be concurrently reflective across three field of consideration: action, interpretation, and critical reflection. The effective teacher examines his/her action and is concerned with the effective application of pedagogical knowledge and strategies to achieve stated educational goals for every child. This action is subject to interpretation. Here the teacher explicates and justifies the assumptions and predispositions that underlie his/her teaching/learning activity. During the process of critical reflection, the teacher assesses the adequacy of the educational goals towards which the educational experience leads and incorporates moral and ethical criteria in assessing the outcomes of teaching/learning activity.

In recognition of the rapidly increasing knowledge base for teaching and teacher education and the critical demand for excellent and effective teachers, the faculty members in teacher education continually evaluate the curriculum and instructional strategies. This has led to revisions in the teacher education program. This reflective problem solving approach will lead to further changes that strengthen the teacher education program at Shepherd College. It is important that students consult their specialization handbook to become familiar with the most recent and/or applicable revisions and requirements.

Certification Areas

Shepherd College offers the Bachelor of Arts in elementary education and the Bachelor of Arts in secondary education degrees which may lead to certification in elementary and secondary education. Shepherd College offers specializations in teacher education that lead to certification in a variety of elementary and secondary education areas.

Specializations

The following specializations are offered:

- Art Education K-12
- Art Education 5-12
- Biology Education 9-12
- Business Education 9-12
- Chemistry Education 9-12
- Elementary Education K-6 Multi-subjects
- Elementary Education Pre-K
- English Education 5-12, 5-9
- Family and Consumer Science Education 5-12
- General Science Education 5-12
- Health Education 5-12
- Mathematics Education 5-12
- Music Education K-12
- Physical Education K-12
- Social Studies Education 5-12, 5-9

Several new specializations leading to certification in grades 5-9 are in the process of being filed with the State of West Virginia and should be available beginning fall 1999.

Contact Person: Dr. Douglas Kennard, director of teacher education, 304/876-5330.

Policies and Procedures

General Information

A student who wishes to pursue a teacher education degree should plan an academic program to be followed for the time of matriculation. This will include three components: general studies, specialty studies, and professional studies. The general studies courses are required of all Shepherd graduates and may be found in the *Catalog* under that heading. The specialty studies courses prepare students to teach in the certification field and they are listed alphabetically by specialization throughout the *Catalog*. The professional studies courses prepare students in abilities common to teachers irrespective to their teaching specialization.

Admission to Shepherd College does not guarantee admission to teacher education. Selection into teacher education requires, at the least, meeting common minimum standards across specialization areas and particular standards set by specific specialization areas. Admission may be denied or reversed for any student whose performance fails to meet these standards. Written specification of details of the common minimum standards may be obtained through the Department of Education Office.

Specific specialization and endorsement policies and procedures are published in individual specialization handbooks available from an advisor or specialization coordinator. These handbooks should be consulted for the areas in which you are seeking certification. The most recent requirements for each specialization are found in the handbooks.

If program space should be limited, those students demonstrating the highest standards will be given preference. All candidates should note that meeting all the objective standards but failing to gain the confidence of the faculty will not be sufficient. Students exhibiting habits associated with reflectiveness, dependability, honesty, cooperativeness, diligence, and achievement will merit such confidence.

Students should note that an education (professional education and specialty studies courses) GPA of 2.5 and an overall GPA of 2.5 are the minimums required for admission to the teacher education program and for student teaching. A GPA of only 2.5 is weak and could be interpreted as detracting from promise for teaching.

In fall 1990 the following specific policy became effective: A student who has been convicted

of a felony will be denied admission to the teacher education program.

The teacher education program does not discriminate against students having disabilities as long as those conditions do not interfere with the capacity to acquire the ability and knowledge needed for performing all the activities required of teachers. All prospective students should be aware that majoring in teacher education entails the responsibility for demonstrating ability to teach in addition to, but not in place of, demonstrating knowledge about teaching.

Selection and Screening of Candidates for Teacher Education

The following policies and procedures outline the elements common to all specialization areas. Students should consult their advisors about particular requirements for their own specialization of interest.

Admission to Program (Juncture 1 Review)

Eligibility for admission as a student into the teacher education program include but are not limited to:

1. Student completes and submits application for Juncture I Review to the Department of Education Office, 108 Knutti Hall. To be eligible for admission to the teacher education program (TEP) the student must:
 - A. Have as an official academic advisor a faculty member in the Department of Education if seeking admission to the elementary teacher education program or, if seeking admission to a secondary specialization, the specialization coordinator of the specialization field or his/her designee;
 - B. If adding an additional teaching field, have as an official academic advisor a faculty member in the Department of Education. If seeking admission to the elementary education program or if seeking admission to a secondary specialization, have as an official academic advisor the specialization coordinator of the specialization field or his/her designee;
 - C. Have completed EDUC 150, EDUC 200, and EDUC 320 with no grade lower than C;
 - D. Have passed all sections of the PPST or provide official proof of exemption;
 - E. Have earned an overall GPA of 2.5 on at least 24 degree credits taken at Shepherd College. Transfer students must have earned an overall GPA of 2.5 and an earned GPA of 2.5 on at least 9 degree credits taken at Shepherd College;
 - F. Document computer competency;
 - G. Document satisfactory progress in portfolio development;
 - H. Have completed ENGL 101, ENGL 102, and COMM 202 with a grade of at least C;
 - I. Have no grade lower than a C in any professional studies or specialty studies courses;
 - J. Submit a statement he/she has signed attesting that he/she has not been convicted of any felony as established by West Virginia Code; and
 - K. Have met specific requirements in the specialization handbook for the area into which he/she wishes to be admitted.

Admission to Student Teaching (Juncture 2 Review)

To be eligible for student teaching review the student must:

1. Have passed Juncture I Review;
2. Have full status in the teacher education program;
3. Have required GPA (2.5 minimum in both education studies and overall);
4. Have no grade lower than C in education studies;
5. Document satisfactory progress in portfolio development;
6. Have met all requirements as specified by the specialization in the *Catalog* or the specialization handbook; and
7. Continue to be free of conviction for felony.

Certification (Juncture 3 Review)

To be eligible for certification review, the student must:

1. Have full status in the teacher education program;

2. Have completed all course work applied toward the degree including a minimum of 45 upper division hours;
3. Have required GPA of 2.5 in each education studies and overall (unless specified higher by the specialization);
4. Have no grade lower than a C in all education specialty studies;
5. Have met any additional specialization requirements;
6. Pass state mandated tests for West Virginia certification; and
7. Have submitted required forms and fees for certification.

All teacher education students should be mindful that, in order to be recommended for certification, the West Virginia Board of Education requires that the appropriate College official attest to the following statement: To the best of my knowledge, the applicant is of good moral character and physically, mentally, and emotionally qualified to perform the duties of an educator and is not the subject of any criminal conviction or currently pending charges (felonies or misdemeanors) which would show a lack of good moral character.

Curricular Policies for Teacher Education

The following curricular policies are common to all teaching specializations. Please refer to the specialization area handbook for specific policies for your area of interest.

1. No more than seven years must have elapsed between completing any course in specialty and professional studies areas and the completion of the teacher education program. In order to complete a teacher education program:
 - A. Students must complete within seven years the graduation requirements of the *Catalog* which they have chosen. They may choose a *Catalog* in effect at their initial admission to the College or a subsequent *Catalog*. If no *Catalog* choice is explicitly made, the student is assigned one. Students may not split *Catalog* requirements.
 - B. State-mandated changes, if they occur, override requirements in the *Catalog* on an implementation schedule determined by the state. Otherwise, the College *Catalog* is the binding document for all audits of graduation requirements.
 - C. Rules affecting the internal progress of students within the education programs are provided in the Specialization Handbooks, and exceptions to these rules must be approved by the Professional Education Unit Council.
2. Once a student has been admitted to Shepherd College, transfer course work to be applied to meeting specialty studies and professional studies requirements must be approved. In the case of specialty courses, the approval must come from the specialization coordinator or his/her designee. In the case of professional studies, the approval must come from the chair of the Department of Education or his/her designee. It is the student's responsibility to provide sufficient information regarding the courses under consideration to permit an informed judgment based on the content and thematic requirements of the teacher education program.
3. All students seeking elementary or secondary education degrees must satisfy the requirements for graduation that apply to all Shepherd College graduates and, in addition, maintain at least a GPA of 2.5 in education (consists of Professional and Specialty Studies Curriculum) and an overall GPA of at least 2.5.
4. Each specialization area determines the courses which must be satisfactorily completed prior to student teaching.
5. All required professional education courses except the student teaching seminar and capstone seminar must be completed prior to student teaching.
6. Specialization areas may identify critical courses and experiences which require more rigorous levels of performance than the minimums established by the professional education unit.

Elementary Education

The purposes of elementary education multi-subjects specialization are:

1. To promote teachers who are reflective problem solvers in the daily workplace of elementary schools;
2. To promote teachers who plan and implement a learning environment responsive to the social and psychological conditions which characterize their school;
3. To promote a strong background in child development and related pedagogical practices;
4. To provide teachers with a wide range of teaching methodologies and strategies across many content areas;
5. To promote a broadly based understanding of elementary school and its place and function in society; and
6. To promote a desire for continued investigation of the teaching/learning dialectic beyond the undergraduate preparation.

Specific general studies requirements

GSCI 103, 104	General Physical Science I and II	8
MATH 101	Introduction to Mathematics	3

Professional Studies Core for Elementary Education

Hours required	42
EDUC 150	Seminar in Education 1
EDUC 200	Foundations of Education 3
EDUC 320	Social and Psychological Conditions of Learning 5
EDUC 351	Integrated Pedagogy I 9
EDUC 352	Integrated Pedagogy II 9
EDUC 400	Student Teaching Seminar 3
EDUC 450	Student Teaching K-6 9
EDUC 460	Senior Capstone Seminar 3

Specialty Studies for Elementary Education K-6 Multi-Subjects

Hours required	37
MUSC 102	Music as an Art and Science 2
MUSC 226	Music Materials and Procedures 3
ARED 325	Aesthetic Inquiry 3
HLTH 301	Health and Safety in the Elementary School 3
PHED 110	Elementary School PE Activities 3
HIST 201	History of the United States to 1865 3
HIST 202	History of the United States, 1865 to Present 3
HIST 309	West Virginia and the Appalachian Region 3
GEOG 101	Principles of World Geography 3
BIOL 100	Life Science for Elementary Teachers 4
CHEM 100	Chemical Science 3
CHEM 100L	Chemical Science Laboratory 1
MATH 300	Mathematics for Elementary Teachers 3

Electives: Students are encouraged to pursue a concentration in a content area through the use of their elective hours. Students are encouraged to select upper division courses for these electives. The variety of options for such concentrations and courses can be discussed with an advisor.

Other Requirements: The Department of Education has the responsibility for both the professional studies and specialty studies components of the elementary education specialization, so the student's advisor will be from this department. Students should consult the elementary education specialization handbook for the most up-to-date policies, procedures, and requirements for this specialization.

Contact Person: Dr. Doug Cooper, Knutti Hall 106, 304/876-5292, or Department of Education, Knutti Hall 108, 304/876-5305.

Specialty Studies for Elementary Education Pre-K

Students who are especially interested in education in nursery schools, day care centers, or at the kindergarten level may wish to pursue this specialization

Hours required	49
MUSC 100	Music as an Art and Science 2
MUSC 226	Music Materials and Procedures 3
ARED 323	Aesthetic Inquiry 3
HLTH 301	Health and Safety in the Elementary School 3
PHED 110	Elementary School PE Activities 3
HIST 201	History of the United States to 1865 3
HIST 202	History of the United States, 1865 to Present 3
HIST 309	West Virginia and the Appalachian Region 3
GEOG 101	Principles of World Geography 3
BIOL 100	Life Science for Elementary Teachers 4
CHEM 100, 100L	Chemical Science and Lab 4
MATH 300	Mathematics for Elementary Teachers 3
EDUC 314	Foundations of Early Education 3
EDUC 334	Instructional Strategies in Early Education 3
EDUC 336	Clinical Experiences in Early Education 3
FACS 304	Child Development 3

EDUC 314, 334, and 336 are offered every third semester in the above sequence. The sequence begins with EDUC 314 in spring 2000 and again in fall 2001. Students should plan accordingly in order to follow this sequence.

Electives: Students are encouraged to pursue a concentration in a content area through the use of their elective hours. Students are encouraged to select upper division courses for these electives.

The variety of options for such concentrations and courses can be discussed with an advisor

Other Requirements: The Department of Education has the responsibility for both the professional studies and specialty studies components of the elementary education specialization, to the student's advisor will be for this department. Students should consult the elementary education specialization handbook for the most up-to-date policies, procedures, and requirements for this specialization.

Contact Person: Judy Kepple, Stutzman-Slonaker Hall 205, 304/876-5256, or Department of Education, Knutti Hall 108, 304/876-5305.

Secondary Education

The secondary certification includes K-12, 5-9, 5-12, or 9-12 grade ranges. The required courses in professional studies are listed below. See individual specialization areas for specialty curriculum.

Professional Studies Core for Secondary Education

Hours required	30-33
EDUC 150	Seminar in Education 1
EDUC 200	Foundations of Education 3
EDUC 320	Social and Psychological Conditions of Learning 5
EDUC 370	Creating Learning Environments 4
EDUC 4XX	Special Methods 3-6*
EDUC 400	Student Teaching Seminar 3
EDUC 435	Special Methods Practicum 2
EDUC 45X	Student Teaching 9

* Family and consumer sciences education requires 6 hours.

See each specialization for specific course numbers and titles.

Education Minor

The education minor is offered to students who may have some interest in teaching or who wish to develop a more critical understanding of the role of schooling in society. It combines a core set of classes and selections made from three areas emphasizing the foundations, the sociological, and the psychological. THE EDUCATION MINOR DOES NOT LEAD TO A RECOMMENDATION FOR TEACHER CERTIFICATION.

Curriculum for a Minor in Education

Total hours required	22-23
Required core	10-11
EDUC 200	Foundations of Education 3
EDUC 320	The Social and Psychological Conditions of Learning 5
EDUC 392	Cooperative Education in Education OR 3
EDUC 429	Adult Education Models and Practices OR 2
EDUC 336	Clinical Experiences in Early Education OR 3
EDUC 390	Experiential Learning 3
Electives	12
Choose one course from each of the three groups below and an additional course which may be selected from any of the three groups.	

Foundations

ENGL 203	Teaching Reading and Adolescent Literature 3
EDUC 314	Foundations of Early Education 3
EDUC 360	Survey of Exceptional Children 3
PHIL 315	Ethics 3
PSCI 412	Metropolitan Politics 3

Sociological

ENGL 360	Literature and the Sexes 3
WMST 201	Introduction to Women's Studies 3
EDUC 310	Educational Sociology 3
SOWK 305	Human Behavior in the Social Environment 3
SOWK 417	Sex and Gender in Contemporary Society 3
SOCI 205	Social Problems 3
SOCI 303	The Family 3
SOCI 403	Ethnic Relations 3
SOCI 411	Social Stratification 3

Psychological

EDUC 334	Instructional Strategies in Early Education 3
PSYC 301	Adolescent Development 3
FACS 304	Child Development 3
PSYC 305	Social Psychology 3
PSYC 430	Humanistic Psychology 3

EMERGENCY MEDICAL SERVICES

Curriculum for a Minor in Emergency Medical Services

Total hours required	33
SAFT 250	EMT 5
SAFT 270	EMT-Paramedic I 8
SAFT 271	EMT-P Practicum I 2
SAFT 272	EMT-Paramedic II 8
SAFT 273	EMT-P Practicum II 2
SAFT 274	EMS Field Internship 1
SAFT 275	Issues in EMS 1
BIOL 225	Human Anatomy and Physiology 3
BIOL 226	Human Anatomy and Physiology 3

ENGINEERING

In addition to the Associate of Science degree in engineering, described in the Community and Technical College section of this *Catalog*, a minor in engineering is offered.

Curriculum for a Minor in Engineering

Total hours required	27
ENGR 101 Engineering I	3
ENGR 102 Engineering II	3
ENGR 221 Introduction to Electrical Engineering	3
ENGR 241 Engineering Statics	3
ENGR 242 Engineering Dynamics	3
PHYS 221, 221L General Physics	4
MATH 207 Calculus I	4
MATH 208 Calculus II	4

ENGLISH

The Department of English seeks to help prepare students to live in a complex and diverse world by introducing them to varying perspectives offered by a study of literature and language. Through these perspectives, sociological and personal barriers may be broken down, and the possibilities as well as the paradoxes of human existence may be better understood.

The primary objectives of the English curriculum include the following:

1. To encourage students to think critically and to communicate their thoughts effectively by helping them develop the skills necessary to understand and utilize the English language;
2. To contribute to the liberal arts education of all students by exposing them to the diversity and richness of the world's best literature;
3. To prepare English education majors to become reflective problem solvers, capable of teaching English on the middle or secondary levels, in a country as ethnically diverse as ours;
4. To provide students, particularly English majors, with a broad background in languages and literature which will enable them to pursue graduate study;
5. To give English and English education majors a knowledge of the basic tools of effective written communication and an understanding of literature that will enable them to pursue any vocation and function in a diverse and global work world.

Curriculum for a Major in English

Specific general studies requirement

ENGL 208 Survey of World Literature I	3
Total hours required for an English major	31*
Required courses	16
ENGL 310 Survey of British Literature I	3
ENGL 311 Survey of British Literature II	3
ENGL 370 Modern Grammar OR	
ENGL 375 History of the English Language	3
ENGL 408 Seminar in English	1
ENGL 415 Chaucer	3
ENGL 421 Shakespeare	3
Electives	15

Of the 15 remaining hours (5 elective courses), a minimum of one course **MUST** come from EACH of the following period groupings:

Ancient/Medieval/Renaissance:

ENGL 300 Studies in Greek Mythology	3
ENGL 302 The Bible as Literature	3

ENGL 315	Medieval Literature	3
ENGL 316	Medieval Drama	3
ENGL 320	Renaissance Prose and Poetry	3
ENGL 321	Renaissance Drama	3
ENGL 322	Hamlet in Context	3
ENGL 423	Milton	3

Restoration/Eighteenth Century:

ENGL 330	Restoration and Eighteenth-Century Literature	3
ENGL 331	Restoration/Eighteenth-Century Drama	3
ENGL 332	**British Novel	3
ENGL 360	**Literature and the Sexes	3

Nineteenth Century:

ENGL 332	**British Novel	3
ENGL 340	British Romantic Literature	3
ENGL 341	Nineteenth-Century British Literature (1837-1900)	3
ENGL 346	**American Fiction	3
ENGL 347	**American Poetry	3
ENGL 360	**Literature and the Sexes	3
ENGL 445	Studies in American Literature	3

Modern:

ENGL 346	**American Fiction	3
ENGL 347	**American Poetry	3
ENGL 355	American Ethnic Literature	3
ENGL 361	Short Story	3
ENGL 362	Modern Novel	3
ENGL 363	Modern Dramatic Literature	3
ENGL 365	Contemporary Literature	3

Seminars: With the consent of the department chair, one of the following Seminar in Literature courses or an approved special topics course may be substituted for a course in any appropriate period grouping listed above:

ENGL 405	Seminar in Literature	3
ENGL 406	Seminar in Literature	3
ENGL 407	Seminar in Literature	3

Courses designated with a double asterisk () cover more than one period but may be taken to satisfy only ONE period requirement.

The English Major Competency Exam, required for all English and English education degrees, is taken in the Seminar in English class, ENGL 408.

Curriculum for a Minor in English

Specific general studies requirement

ENGL 208	Survey of World Literature I	3
Total hours required for an English minor		18
Required courses		12

ENGL 310	Survey of British Literature I	3
ENGL 311	Survey of British Literature II	3
ENGL 372	Advanced Composition	3
ENGL 421	Shakespeare	3

Electives

Two literature courses, numbered 300 or above, must be selected from TWO DIFFERENT period groupings listed above.

Curriculum for a Teaching Field in English Education 5-12

In addition to the course work required for the specialization, all prospective student teachers must participate in at least TWO “laboratory” activities in language arts—writing for a college publication (newspaper, literary magazine), taking part in forensic activities, taking part in theatrical activities, working for the College radio station, being an English tutor, working in the College Writing Center, taking Practicum in English, or participating in some other activity approved in advance by the advisor and the department chair.

Specific general studies requirement

ENGL 208	Survey of World Literature I	3
Total hours required for a teaching field		43*

See course listings under Education for professional courses.

Required courses

ENGL 203	Teaching Reading and Adolescent Literature	3
ENGL 300	Mythology	3
ENGL 310	Survey of British Literature I	3
ENGL 311	Survey of British Literature II	3
ENGL 355	American Ethnic Literature	3
ENGL 360	Literature and the Sexes	3
ENGL 370	Modern Grammar	3
ENGL 375	History of the English Language	3
ENGL 377	Peer Tutoring and Composition Theory	3
ENGL 408	Seminar in English	1
ENGL 421	Shakespeare	3

Electives

Of the 12 remaining hours (four elective courses) a minimum of three hours (one course) MUST come from EACH period grouping listed below:

Ancient/Medieval/Renaissance:

ENGL 302	Bible as Literature	3
ENGL 315	Medieval Literature	3
ENGL 320	Renaissance Prose and Poetry	3
ENGL 321	Renaissance Drama	3
ENGL 322	Hamlet in Context	3
ENGL 415	Chaucer	3
ENGL 423	Milton	3

Restoration/Eighteenth Century:

ENGL 330	Restoration and Eighteenth-Century Literature	3
ENGL 331	Restoration/Eighteenth-Century Drama	3
ENGL 332	**British Novel	3

Nineteenth Century:

ENGL 332	**British Novel	3
ENGL 340	British Romantic Literature	3
ENGL 341	Nineteenth-Century British Literature (1837-1900)	3
ENGL 346	**American Fiction	3
ENGL 347	**American Poetry	3
ENGL 445	Studies in American Literature	3

Modern:

ENGL 346	**American Fiction	3
ENGL 347	**American Poetry	3
ENGL 361	Short Story	3
ENGL 362	Modern Novel	3
ENGL 363	Modern Dramatic Literature	3
ENGL 365	Contemporary Literature	3

*This total of 43 hours is in addition to the 12 hours of general studies requirements in English.

Courses designated with a double asterisk () cover more than one period but may be taken to satisfy only ONE period requirement.

See professional education course listings under Education: Professional Studies Course for Secondary Education (30 hours required). Special Methods of Teaching English is EDUC 421. Contact Person: Dr. Sylvia Shurbutt, Knutti Hall 223, 304/876-5207.

Curriculum for a Teaching Field in English Education 5-9

The 5-9 English education program is intended primarily for students preparing to teach in middle schools.

Total hours required 25

ENGL 203	Teaching Reading and Adolescent Literature	3
ENGL 300	Greek Mythology.....	3
ENGL 310	Survey of British Literature I	3
ENGL 311	Survey of British Literature II	3
ENGL 355	American Ethnic Literature	3
ENGL 360	Literature and the Sexes	3
ENGL 370	Modern Grammar OR	
ENGL 377	Peer Tutoring and Composition Theory	3
ENGL 408	Seminar in English	1
ENGL 421	Shakespeare	3

In addition to the course work required for the specialization, all prospective student teachers must participate in at least TWO laboratory activities in language arts—writing for a College publication (newspaper, literary magazine), taking part in forensic activities, taking part in theatrical activities, working in the College Writing Center, taking Practicum in English, or participating in some other activity approve in advance by the advisor and the department chair. See professional education course listings under Education: Professional Studies Core for Secondary Education (30 hours required).

Contact Person: Dr. Sylvia Shurbutt, Knutti Hall 223, 304/876-5207.

ENVIRONMENTAL STUDIES

The environmental science/resource management program provides an interdisciplinary major and minor for students desiring a fundamental knowledge of the environment and the too often associated environmental problems. Basic knowledge of the physical sciences, in combination with awareness of public policy and human impact on natural and cultural resources forms the core of this program. The goals of the environmental science/resource management program are threefold:

- 1) To provide students with the intellectual means for viewing the environment as a system of many interlocking parts and processes, including physical, biological, cultural, political, and economic components;
- 2) To provide students with the awareness of and appreciation for the precious physical, biological, and cultural resources on which our society depends and which we must properly conserve; and
- 3) To provide the student with intellectual and technical skills for active participation in the environmental field and in graduate study in environmentally-related disciplines.

In the past, those desiring employment in the environmental field typically attained a degree in biology, geology, or chemistry and focused on the environmental component while in graduate school. This highly structured, interdisciplinary degree prepares students with the technical skills necessary for employment or a competitive background for environmental graduate programs. An internship is required for majors and recommended for minors, as the hand-on experience provided completes student understanding of the nature of the environmental sciences and resource management. These experiences frequently lead to employment opportunities.

The environment studies degree is a comprehensive major which includes a broad core in combination with one of two concentrations. The environmental science concentration focuses on applications of the physical and biological sciences to analysis and resolution of environmental problems. The resource management concentration stresses the importance and application of management of our natural and cultural resources.

Curriculum for a Comprehensive Major in Environmental Studies

Total hours required (minimum)	128-131
General studies requirements (not including major requirements)	33
Specific general studies requirements	14-15
BIOL 101, 102 General Biological Science OR	
BIOL 208, 209* Plants as Organisms and Animals as Organisms	8
MATH 205 Calculus with Applications OR	
MATH 314 Statistics	3-4
ECON 205 Principles of Macroeconomics	3
*Required for the environmental science concentration; either set can be used for the resource management concentration.	
Core requirements	41
Concentration requirements	38-42
Environmental studies core requirements	41
ENVS 201 Dimensions of Environmental Science I	3
ENVS 202 Dimensions of Environmental Science II	3
ENVS 305 Environmental Law	3
ENVS 306 Environmental Policy	3
CHEM 325 Computers in Science	3
ENVS 307 Cultural Resource Management	3
ENVS 308 Physical Resource Management	3
ENVS 450 Environmental Internship	6
ENVS 451 Senior Research Seminar	3
ECON 206 Principles of Microeconomics	3
One of the following series:	
CHEM 101, 101L Chemistry and Society I and Lab AND	
CHEM 102, 102L Chemistry and Society II and Lab OR	
CHEM 207, 207L General Chemistry I and Lab AND	
CHEM 209, 209L General Chemistry II and Lab	8

Environmental Science Concentration

Total hours required	38-39
ENVS 401 Concepts of Ecology	4
ENVS 490 Applied Remote Sensing	3
PHYS 201, 201L College Physics I and Lab AND	
PHYS 202, 202L College Physics II and Lab OR	
PHYS 221, 221L General Physics and Lab AND	
PHYS 222, 222L General Physics and Lab	8
Minimum of 8 hours from the following:	
BIOL 302 Microbiology	4
BIOL 305 Cell Biology	4
BIOL 310 Plant Pathology	4
BIOL 313 Invertebrate Natural History	4
BIOL 324 Plant Taxonomy I	2
BIOL 325 Plant Taxonomy II	1
BIOL 410 Plant Physiology with Lab	4
BIOL 412 Animal Physiology	4
Minimum of 8 hours from the following:	
CHEM 315, 315L Organic Chemistry I and Lab	4
CHEM 316, 316L Organic Chemistry II and Lab	4
CHEM 321, 321L Analytical Chemistry and Lab	4
CHEM 322, 322L Instrumental Analysis and Lab	4
CHEM 327, 327L Solution Chemistry and Lab	4
CHEM 329, 329L Biochemistry I and Lab	4
CHEM 330, 330L Biochemistry II and Lab	4

Choose at least two of the following courses:

GSCI 301	Geology	4
GSCI 303	Meteorology	4
GSCI 306	Introduction to Oceanography	3
ENVS 441	Hydrology and Lab	4
ENVS 440	Solid Waste/Air Quality Management	4

Resource Management Concentration

Total hours required	39-42
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ENVS 490	Applied Remote Sensing	3
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Select three of the following:

GSCI 301	Geology	4
GSCI 302	General Astronomy	4
GSCI 303	Meteorology	4
GSCI 306	Introduction to Oceanography	3
ENVS 440	Solid Waste/Air Quality Management and Lab	4
ENVS 441	Hydrology and Lab	4

Select four of the following:

APSC 301	Wildlife Management	3
APSC 302	Forestry	3
ENVS 210	Introduction to Park Administration	3
ENVS 309	Regional Geology and Geomorphology	3
ENVS 310	Park Management	3
ENVS 311	Resource Management	3
ENVS 319	Land Use Planning	3

Select four of the following:

ANTH 225	Introduction to Museum Studies	3
ANTH 300	Introduction to Archaeology	3
ANTH 315	Cultural Anthropology	3
ANTH 345	Archaeological Field Methods and Lab	4
ANTH 370	American Architectural Heritage	4
ANTH 380	Historical Archaeology and Lab	4

Curriculum for a Minor in Environmental Studies

Specific general studies requirements

CHEM 101, 101L	Chemistry in Society I and Lab AND	
CHEM 102, 102L	Chemistry in Society II and Lab OR	
CHEM 207, 207L	General Chemistry and Lab AND	
CHEM 209, 209L	General Chemistry and Lab	8

Total hours required	26
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ENVS 201	Dimensions of Environmental Science I	3
ENVS 202	Dimensions of Environmental Science II	3
ENVS 305	Environmental Law	3
ENVS 306	Environmental Policy	3
ENVS 307	Cultural Resource Management	3
ENVS 308	Physical Resource Management	3
ENVS 401	Concepts of Ecology	4

Select one of the following:

ENVS 440	Solid Waste/Air Quality Management	4
ENVS 441	Hydrology	4
GSCI 301	Geology	4
GSCI 303	Meteorology	4

FAMILY AND CONSUMER SCIENCES

A career in family and consumer sciences, a helping profession, is one that includes many specialties. The men and women who are family and consumer scientists deliver services to benefit people in their daily lives. The services focus primarily on prevention and intervention. Family and consumer scientists are employed by human service organizations, manufacturers, businesses, government, the cooperative extension service, and public agencies. The family and consumer sciences curriculum is a general one which provides courses in each of the five distinct areas. A student chooses a minor to complement this major and his or her personal interests, skills, and talents. Upon satisfactory completion of the family and consumer sciences curriculum, a student is awarded a bachelor of science degree.

Curriculum for a Major in Family and Consumer Sciences

Total hours required	38*
Required courses	30
FACS 101 Textiles	3
FACS 102 Clothing	3
FACS 202 Food and Meal Management	3
FACS 300 Marriage Relations	3
FACS 304 Child Development	3
FACS 306 Interior Design	3
FACS 307 Family and Consumer Science Management	3
FACS 308 Housing	3
FACS 318 Nutrition	3
FACS 403 Consumer Economics	3
Electives	8
FACS 215 Fashion Analysis	3
FACS 310 Parents and Children through the Lifespan	3
FACS 315 Cultural Influences on Clothing	3
FACS 392 Co-op in Family and Consumer Sciences	3
FACS 410 Special Studies	1-4
EDUC 429 Adult Education Models and Practices	2

*A student is required to take the courses listed in the *Catalog* under General Studies except that Chemistry in Society CHEM 101, CHEM 101L, CHEM 102, and CHEM 102L or General Biological Science BIOL 101 and BIOL 102 must be selected for the science requirement.

Family and Consumer Sciences (Minors)

The minors in family and consumer sciences are designed for students in other curricula to enhance their major and broaden their marketable skills.

Curriculum for a Minor in General Family and Consumer Sciences

Total hours required	24
FACS 101 Textiles	3
FACS 102 Clothing	3
FACS 202 Food and Meal Management	3
FACS 300 Marriage Relations	3
FACS 304 Child Development	3
FACS 306 Interior Design OR	
FACS 308 Housing	3
FACS 318 Nutrition	3
FACS 403 Consumer Economics	3

Curriculum for a Minor in Family and Consumer Sciences with a Child Development Emphasis

Students in any curriculum may choose family and consumer sciences as a minor.

Total hours	24
EDUC 314*	Foundations in Early Education 3
EDUC 334*	Instructional Strategies in Early Education 3
EDUC 336*	Clinical Experiences in Early Education 3
FACS 304	Child Development 3
FACS 300	Marriage Relations 3
FACS 310	Parents and Children through the Lifespan 3
FACS 318	Nutrition 3
SOCI 303	The Family 3

*Offered on a rotation plan.

Curriculum for a Minor in Family and Consumer Sciences with a Fashion Emphasis

Students in any curriculum may choose family and consumer sciences as a minor.

Total hours	24
FACS 101	Textiles 3
FACS 102	Clothing 3
FACS 307	Family and Consumer Sciences Management 3
BADM 345	Business Communications 3
FACS 215	Fashion Analysis 3
FACS 306	Interior Design 3
FACS 315	Cultural Influences on Clothing 3
FACS 403	Consumer Economics 3

Curriculum for a Teaching Field in Family and Consumer Sciences Education Grades 5-12

The family and consumer sciences education student is provided with experiences to increase knowledge and skill in preparation for teaching family and consumer sciences in grades 5-12.

The purposes of the family and consumer sciences program are:

1. To prepare teachers who can work with cultural and ethnic diversity and who are sensitive to gender issues;
2. To provide practice in dealing with the perennial practical problems of families;
3. To make a commitment to enhancing the quality of life for individuals and families as they strive to achieve their selected goals; and
4. To promote knowledge and critical thinking skills.

Upon satisfactory completion of curriculum requirements, the student is awarded a Bachelor of Arts degree in secondary education and must apply to the State Department of Education for vocational certification.

Total hours required	41
FACS 101	Textiles 3
FACS 102	Clothing 3
FACS 202	Food and Meal Management 3
FACS 300	Marriage Relations 3
FACS 304	Child Development 3
FACS 306	Interior Design 3
FACS 307	Family and Consumer Sciences Management 3
FACS 308	Housing 3
FACS 310	Parents and Children through the Lifespan 3
FACS 318	Nutrition 3
FACS 403	Consumer Economics 3
EDUC 429	Adult Education Models and Practices 2
Electives with consent of advisor	6

Students are required to take the courses listed in the *Catalog* under General Studies and under The Professional Studies Core for Secondary Education except that Elementary Chemistry CHEM 103 and 104 or General Biological Science BIOL 101 and BIOL 102 must be selected for the science requirement.

See professional education course listings under Education: Professional Studies Core for Secondary Education (33 hours required). Special Methods of Teaching Family and Consumer Sciences in EDUC 428.

Contact Person: Dr. Patricia Stealey, Stutzman-Slonaker Hall 211, 304/876-5318.

FIRE SERVICE

Curriculum for a Minor in Fire Service

Total hours required	33
SAFT 102	Introduction to Fire Prevention 3
SAFT 110	Introduction to Fire Service I 2
SAFT 111	Introduction to Fire Service II 4
SAFT 113	General Physical Science for Safety Technology 3
SAFT 201	Structural Design and Building Codes 3
SAFT 202	Flammable and Explosive Materials 3
SAFT 204	Fire Prevention Inspections 3
SAFT 212	Toxic, Corrosive and Radioactive Materials 3
SAFT 250	EMT 5
SAFT 350	Practicum I 1
SAFT	Elective 3

GENERAL SCIENCE

The Department of Biology and the Department of Physical Sciences jointly offer a comprehensive program of courses in the natural sciences which allows students to obtain the knowledge base and experiences necessary to become certified to teach science in grades 5–12, or for students not majoring in biology or chemistry to minor in general science.

The general science curricula enable students to build knowledge bases about their physical and biochemical universe; foster an attitude of inquiry; and develop a functional understanding of the process of science, the interrelatedness of the various scientific disciplines, and the interactions of science, society, and technology. These curricula also provide opportunities for students to develop a variety of laboratory and technical skills vital to success in the pursuit of knowledge in the natural sciences. In addition to the above goals, the general science 5-12 teaching field complies with and endorses the conceptual framework of the Shepherd College Teacher Education Program and strives to produce teachers who are capable reflective problem solvers.

Curriculum for a Minor in General Science

Total hours required	27
Required hours	16
Any two of the following three groups:	8
Group 1	
BIOL 208	Plants as Organisms
BIOL 209	Animals as Organisms
Group 2	
CHEM 207, 207L	General Chemistry I and Lab
CHEM 209, 209L	General Chemistry II and Lab
Group 3	
PHYS 201, 201L	College Physics I and Lab AND
PHYS 202, 202L	College Physics II and Lab OR
PHYS 221, 221L	General Physics and Lab
PHYS 222, 222L	General Physics and Lab
Electives	11

Any upper division elective courses from areas BIOL, CHEM, PHYS and/or GSCI except GSCI 350 Natural Science Interpretation may not be included. Also, a student may not use both BIOL 420 General Ecology and APSC 304 Environmental Conservation for the minor.

NOTE: No student with a major in either biology or chemistry shall be permitted to have a minor in general science.

Curriculum for a Teaching Field in General Science Grades 5-12

Specific general studies requirements

BIOL 208, 209	Plants as Organisms and Animals as Organisms	8
MATH 314	Statistics	3

See course listings under Education for professional courses

Required courses

A. Interdisciplinary core

CHEM 207, 207L	General Chemistry I and Lab AND	
CHEM 209, 209L	General Chemistry II and Lab	8

GSCI 301 Geology

PHYS 201, 201L College Physics I and Lab AND

PHYS 202, 202L College Physics II and Lab

B. General science 5-12 specialization

BIOL 225, 226 Human Anatomy and Physiology

GSCI 302 General Astronomy

GSCI 303 Meteorology

MATH 205 Calculus with Applications

Electives in science

Notes Concerning Electives in Science: The required electives are to be distributed through upper division BIOL, CHEM, and GSCI courses and approved by the academic advisor. Strongly recommended courses are BIOL 313 Invertebrate Natural History, CHEM 325 Computers in Science, and GSCI 306 Introduction to Oceanography.

Notes Concerning the Math Requirement: The prerequisite for MATH 205 is mathematical competence equivalent to the successful completion of MATH 108 Precalculus.

Other Requirements: Although one may declare secondary education with a specializations in general science education 5-12 as a major upon admission to the College, to be officially admitted to the Shepherd College Teacher Education Program and pursue this teaching field the student must meet the following criteria as well as those criteria that apply to all teaching specializations:

- 1) The student must have completed BIOL 208 Plants as Organisms, BIOL 209 Animals as Organisms, CHEM 207 and 209 General Chemistry, CHEM 207L and 209L General Chemistry Lab or their equivalents with a grade of C or better in each course, and
- 2) The student must have completed a minimum of 32 semester house of academic work at Shepherd College with an overall GPA of at least 2.5 and a GPA of at least 2.5 in this specialization.

See professional education course listings under Education: Professional Studies Core for Secondary Education (30 hours required). Special Methods of Teaching Science is EDUC 423.

Retention in and completion of this program require the student to meet retention, admission to student teaching, and certification standards set by the Professional Education Unit Council. All of the standards for this program can be found in *Information and Planning Handbook for Students Pursuing the Biology 9-12, Chemistry 9-12, and General Science 5-12 Specializations*.

Contact Person: Dr. Jason Best, Stutzman-Slonaker Hall 107, 304/876-5331.

HEALTH EDUCATION

The Department of HPERS, in conjunction with the Department of Education, seeks to prepare health educators who are critical-thinking problem solvers able to encourage others to improve personal health habits, attitudes, and skill, thus promoting a more healthy and meaningful lifestyle.

A specialization in health education leading to certification in grades 5-12 is in the process of being filed with the State of West Virginia and should be available fall 1999.

Contact Person: Dr. J. Michael Jacobs, Butcher Center, 304/876-5233.

HISTORY

History is the exploration of the past as a key to understanding the human condition. Historical study enables students to understand their own and other civilizations and to confront the present and future with intelligence and perspective.

Curriculum for a Major in History

Specific general studies requirement:

PSCI 101	American Federal Government	3
Total hours required for a major		30
Required courses		15
HIST 201 and 202	History of the United States	6
HIST 333	Modern European History	3
HIST 314	Recent United States History OR	
HIST 404	World History	3
HIST 412	History of Russia Since 1855 OR	
HIST 420	Modern East Asia	3
Elective courses		15
Any 300- or 400-level history course or PSCI 400 The Supreme Court and Constitutional Law.		

Curriculum for a Minor in History

Total hours required for a minor		24
Required courses		15
HIST 201 and 202	History of the United States	6
HIST 333	Modern European History	3
HIST 314	Recent United States History OR	
HIST 404	World History	3
HIST 412	History of Russia OR	
HIST 420	Modern East Asia	3
Any 300- or 400-level history course		9

JOURNALISM

Shepherd College recognizes the interdisciplinary nature of the field of print journalism and has thus constructed a minor that reflects the variety of skills and the knowledge base necessary for the success in this dynamic field. The primary objectives of the print journalism minor include the following:

1. To provide students with the language and communication skills necessary for success in this competitive field;
2. To provide students with the technical skills required for understanding the nature of news writing and news production;
3. To provide students with the practical experience necessary to function in the real world of print journalism; and
4. To help students develop the critical thinking skills and reflective insights needed for analyzing, reporting, and writing print news stories.

Curriculum for a Minor in Print Journalism

Total hours required	22
Required courses	19
JOUR 204 Introduction to Print Journalism	3
COMM 203 Introduction to Mass Communication	3
ENGL 370* Modern Grammar	3
COMM 400 Media Law and Ethics	3
JOUR 444 Practicum in <i>The Picket</i>	3
JOUR 445** Practicum in Print Journalism I	1
JOUR 451 Internship in Print Journalism	3
Electives	3
One elective must be selected from:	
JOUR 316 Magazine Writing	3
ENGL 372 Advanced Composition	3

All courses with numbers listed below 444 will be cross-referenced with either English or communications courses in the curriculum.

*Students may take a placement test in order to "test out" of Modern Grammar; thus the total number of hours required for the minor may be only 19.

**Students may receive multiple credit for JOUR 444 and 445.

MASS COMMUNICATION

The Department of Communications recognizes the value of an education that integrates professional knowledge and critical understanding. Mass communication and computer-mediated communication are changing the ways that people generate, disseminate, receive, and use information. The mass communication program accounts for these changes by offering a curriculum that is focused, fundamental, and flexible. The mass communication curriculum is grounded in student participation and empowerment, and provides students with the skills necessary to communicate effectively and appropriately. Students also will critically examine their own experiences, recognize the complexities of living in the global village, and explore the ways that communication technologies infuse and impact their lives. The program also is designed to prepare graduates to be intellectually resilient and prepared for inevitable change. Graduates have gone on to work in television, radio, film, advertising, public relations, news writing, sales, marketing, and other areas including graduate school. Capstone experiences include senior projects, seminars, and/or internships. Students may select the Washington Gateway Program and intern in the Washington, D. C., area—an educational opportunity unique to colleges in the state.

Curriculum for a Major in Mass Communication

Required courses	51
COMM 203 Introduction to Mass Communication	3
COMM 222 Voice and Diction	3
COMM 302 Writing for the Mass Media	3
COMM 320 Presentations for Media	3
COMM 329 Sound Design	3
COMM 339 Public Relations Writing and Design	3
COMM 342 Media Studies	3
COMM 350 Single-Camera Production	3
COMM 352 Computer Mediated Communication	3
COMM 355 Advertising and Imagery	3
COMM 360 Studio Production	3
COMM 400 Media Law and Ethics	3
COMM 405 Advertising Writing and Design	3
COMM 392 Cooperative Education in Communication OR	
COMM 402 Seminar in Communication OR	
COMM 450 Internship in Communication	3

COMM 420	Advanced Production	3
COMM 435	Media Research	3
COMM 461	Senior Project	3

Note: Mass communication majors and minors must earn a C or better in all required 300 and 400 level communications courses. One cannot major in mass communication and minor in mass communication. One may major in mass communication and minor in journalism provided that the student substitutes all repetitive courses with elective courses approved by the journalism coordinator. Please note that COMM 203 is a prerequisite for all courses in the mass communication major, mass communication minor, and journalism minor. COMM 203 is to be the first course taken by mass communication majors and minors.

¹Note: All students are required to take 45 hours of upper division courses to qualify for graduation.

Minor in Mass Communication

Required hours for a minor	24
COMM 203	Introduction to Mass Communication 3
COMM 302	Writing for the Mass Media 3
COMM 350	Single-Camera Production 3
COMM 326	Radio Practicum 3
COMM 329	Sound Design 3
COMM 352	Computer Mediated Communication 3
COMM 360	Studio Production 3
COMM 420	Advanced Production 3

NOTE: Mass communication minors must earn a C or better in all required 300 and 400 level communications courses.

MATHEMATICS

The purposes of mathematics are to lead students to a grasp of the beauty and power of mathematical ideas; to prepare the prospective teacher to teach creatively; to furnish mathematical tools necessary for other disciplines; and to help provide vocational direction when needed.

Curriculum for a Major in Mathematics

Total hours required	40
MATH 108	Precalculus (general studies requirement)
MATH 207	Calculus I.....4
MATH 208	Calculus II4
MATH 254	Discrete Mathematics3
MATH 307	Linear Algebra3
MATH 309	Calculus III4
MATH 310	Differential Equations4
MATH 312	Introduction to Abstract Algebra3
MATH 317	Computational Mathematics3
MATH 318	Numerical Analysis3
MATH 321	Probability and Statistics3
MATH 414	History and Development of Mathematics3

One of the following courses

MATH 404 Number Theory, MATH 405 Topics in Modern Mathematics, MATH 410 Advanced Calculus, MATH 415 Introduction to Topology, MATH 424 Foundations of Geometry, MATH 409 Introduction to Complex Variables.

Curriculum for a Minor in Mathematics

Track A, Traditional

Total hours required	26
MATH 106 Trigonometry	3
MATH 108 Precalculus	3
MATH 207 Calculus I	4
MATH 208 Calculus II	4
MATH 254 Discrete Mathematics	3
Approved mathematics courses numbered above MATH 301	9

Track B, Applied

Total hours required	25
MATH 108 Precalculus	3
MATH 205 Calculus with Applications OR	
MATH 207 Calculus I	4
MATH 254 Discrete Mathematics	3
MATH 314 Statistics OR	
BADM 224 Business Statistics	3
MATH 317 Computational Mathematics	3

Three of the following 4 courses 9

MATH 307 Linear Algebra, MATH 318 Numerical Analysis, MATH 321 Probability and Statistics, MATH 413 Quantitative Methods.

Curriculum for Mathematics Teaching Field Grades 5-12

Total hours required	41
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Content skill level:

ACFN 050* Consumer Mathematics	
MATH 105* Algebra	
MATH 106 Trigonometry	3
MATH 108 Precalculus (<i>general studies requirement</i>)	
MATH 200 College Geometry	2

Mathematics core:

MATH 207 Calculus I	4
MATH 208 Calculus II	4
MATH 254 Discrete Mathematics	3
MATH 309 Calculus III	4
MATH 317 Computational Mathematics	3

Advanced mathematics for education:

MATH 307 Linear Algebra	3
MATH 312 Introduction to Abstract Algebra	3
MATH 321 Probability and Statistics	3
MATH 414 History and Development of Mathematics	3
MATH 424 Foundations of Geometry	3

Education course:

EDUC 360 Survey of Exceptional Children	3
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*Course may be waived by departmental competency test.

See professional education course listings under Education: Professional Studies Core for Secondary Education (30 hours required). Special Methods of Teaching mathematics is EDUC 420.

Contact Person: Dr. Suda Kunyosying, Stutzman-Slonaker Hall 211D, 304/876-5282.

MODERN LANGUAGES

By exposing students to a study of the language and literature of other countries, the modern language component of the College seeks to help prepare students for life in a multinational, multicultural global society. The primary objectives of the modern language component include the following:

1. To provide a vital and useful part of a student's liberal arts education;
2. To help students gain an international perspective by introducing them to the language, literature, and culture of other countries;
3. To give students an adequate background in French, German, or Spanish sufficient to pursue graduate study, or to pursue a professional career in which a knowledge of one or more modern languages is necessary;
4. To impress upon students the value associated with a knowledge of modern languages in such areas as written and oral skills, literature, and culture.

Curriculum for a Minor in French

*Total hours required for minor in French 24

Required courses 12

FREN 101 Elementary French I 3

FREN 102 Elementary French II 3

FREN 203 Intermediate French I 3

FREN 204 Intermediate French II 3

Electives 12

FREN 303 Survey of French Literature 3

FREN 304 Survey of French Literature 3

FREN 401 Advanced Grammar and Composition 3

FREN 402 Applied Linguistics in Oral French 3

FREN 403 Advanced French Conversation 3

FREN 404 French Civilization and Culture 3

FREN 419 Independent Study in French 3

Curriculum for a Minor in Spanish

*Total hours required for a minor in Spanish 24

Required courses 12

SPAN 101 Elementary Spanish I 3

SPAN 102 Elementary Spanish II 3

SPAN 203 Intermediate Spanish I 3

SPAN 204 Intermediate Spanish II 3

Electives 12

Non-literary Track**:

SPAN 301 Advanced Conversation and Composition 3

SPAN 303 Contemporary Hispanic World 3

SPAN 304 Intro to Spanish/Latin American Literature 3

SPAN 305 Spanish for Business 3

Literary Track**:

SPAN 310 Survey of Spanish Literature I 3

SPAN 311 Survey of Spanish Literature II 3

SPAN 312 Survey of Latin American Literature I 3

SPAN 313 Survey of Latin American Literature II 3

SPAN 400 Seminar in Spanish I 3

SPAN 401 Seminar in Spanish II 3

SPAN 402 Seminar in Spanish III 3

SPAN 403 Seminar in Spanish IV 3

SPAN 410 Practicum in Spanish 3

SPAN 419 Independent Study in Spanish 3

*Advanced Placement Credit for foreign language courses may lessen the number of courses

actually required for the minor. Also, many liberal arts majors require the first two-year language sequence for degree fulfillment; thus students in the liberal arts majors who take the Spanish minor need only take an additional 12 hours for the minor.

**Students may take courses from both literary and nonliterary tracks toward fulfillment of the minor. In addition to those in French and Spanish, sequenced courses in Elementary and Intermediate German and (when demand warrants) Russian are offered. Each of these courses carries three hours credit, and twelve hours in any one language is sufficient to satisfy the foreign language requirement for the B.A. degree. For individual listings of these courses, see Section VIII; and for regulations governing advanced placement credit for foreign language courses and the foreign language waiver policy, see Section V (at end of Program of General Studies).

MUSIC

The Department of Music strives to inspire student growth in creative, artistic, and professional terms by providing a climate conducive to the development of the comprehensive musician. This is achieved through a highly personalized and student-centered approach to the development of a unified core of musical experiences. Toward this end, the program is designed:

1. To develop performance and/or compositional skills which exhibit artistic integrity and competence;
2. To establish and foster music ensembles which demonstrate the highest standards in artistic excellence;
3. To foster student inquiry, interaction, and self-discovery;
4. To provide a strong foundation for future graduate study in the field of music;
5. To train students seeking public school music careers according to approved standards of teacher education;
6. To develop student capacity to communicate music and its role in society to others;
7. To develop the aesthetic sense of the general student in terms of musical understanding, appreciation, and perception;
8. To provide avocational opportunities for interested students through participation in the various music ensembles and other music activities; and
9. To enhance the image of the Division of the Arts and Humanities, the Department of Music, and the College by serving as a hub of artistic activity for the community.

Programs

The Bachelor of Arts degree in music is a four-year program with concentrations offered in music performance, music composition, and studio pedagogy. Vocationally, the program prepares students for recital work, private studio instruction, creative music in the communicative arts, church music, community music, or graduate school.

Facilities

The Department of Music is housed in the Frank Arts Center which provides the physical resources to meet ever-changing vocational and educational demands. The facility contains numerous practice-rooms, classrooms, and studio-offices in addition to unique areas such as a computer lab, electronic piano lab, a recording studio, vocal and instrumental rehearsal areas, a music resource center, and a music recital hall. Equipment is continually updated.

Curriculum for a Comprehensive Major in Music

Total hours required	128-132
General education requirements	45*
Foreign language requirement	12
Basic music core requirements	32
Music concentration area plus electives	39-43

Basic music core:

MUAP 397	Junior Recital	1
MUAP 497	Senior Music Activity	1
MUEN 374	Choir	1
MUSC 100	First Year Seminar for Music Majors	1
MUSC 103	Theory I	3
MUSC 104	Aural Skills I	1
MUSC 105	Theory II	3
MUSC 106	Aural Skills II	1
MUSC 203	Theory III	3
MUSC 204	Aural Skills III	1
MUSC 205	Theory IV	3
MUSC 206	Aural Skills IV	1
MUSC 303	Forms and Analysis	2
MUSC 310	Music History I	3
MUSC 311	Music History II	3
MUSC 312	Music History III	3
MUSC 498	Senior Music Seminar	1

*Music majors do not need MUSC 111.

In addition to the basic music core, the following courses are required according to the declared concentration (choose one concentration area):

Concentration in Performance 39-43

Orchestral instrument emphasis:

MUAP 350	Applied Major Instrument	8
MUEN 360	Band	8
	Electives in disciplines other than music (10 hours must be in upper division courses)	23

Piano emphasis:

MUAP 340	Applied Piano	8
MUEN 360	Band	1
MUEN 374	Choir	2
MUEN 373	Piano Ensemble/Accompanying	4
MUSC 314	Keyboard Literature	3
MUSC 321	Piano Pedagogy	2
	Electives in disciplines other than music (10 hours must be in upper division courses)	19

Voice emphasis:

MUAP 344	Applied Voice	8
MUEN 374	Choir	7
MUSC 237	Diction for Singers	3
MUSC 316	Vocal Literature	3
MUSC 323	Vocal Pedagogy	2
THEA 203	Acting I OR	
THEA 204	Introduction to Theater	3
THEA 207	Theater Practice OR	
THEA 208	Theater Practice	3
	Electives in disciplines other than music (10 hours must be in upper division courses)	14

Guitar emphasis:

MUAP 342	Applied Guitar	8
MUEN 360	Band	1
MUEN 360	Band OR	
MUEN 374	Choir	1
MUEN 372	Guitar Ensemble	4

MUSC 320	Guitar Pedagogy	2
	Electives in disciplines other than music (14 hours must be in upper division courses)	23
Concentration in Composition/Arranging		39
MUAP	Applied Major Instrument	6-8
MUAP	Applied Minor Instrument	1-3
MUAP 430	Music Composition	6
MUEN 360	Band	1
MUEN 360	Band OR	
MUEN 374	Choir	1
MUSC 227	Introduction to Conducting	1
MUSC 329	Electronic Music Media	2
MUSC 327	Conducting II-Choral OR	
MUSC 328	Conducting II-Instrumental	3
	Electives in disciplines other than music (9 hours must be in upper division courses)	16

Curriculum for a Minor in Music

Total semester hours required		27
MUSC 103	Music Theory I	3
MUSC 104	Aural Skills I	1
MUSC 105	Music Theory II	3
MUSC 106	Aural Skills II	1
MUSC 310	Music History I	3
MUSC 311	Music History II	3
	Music electives	9
	Applied Major Instrument or Ensembles	4

Electives must be chosen from the following: MUSC 203, 205, 303, 312-316, 329.

Curriculum for a Teaching Field in Music Grades K-12

Total minimum semester hours required		142
Professional education requirements		30
General education requirements		45
Music requirements		67
MUAP	Applied Major Instrument	7
MUAP 497	Senior Music Activity	1
MUEN 360	Band	1
MUEN 374	Choir	1
MUEN 360	Band (instrumentalists) OR	
MUEN 374	Choir (vocalists)	6
MUSC 100	First Year Seminar for Music Majors	1
MUSC 103	Theory I	3
MUSC 104	Aural Skills I	1
MUSC 105	Theory II	3
MUSC 106	Aural Skills II	1
MUSC 203	Theory III	3
MUSC 204	Aural Skills III	1
MUSC 205	Theory IV	3
MUSC 206	Aural Skills IV	1
MUSC 227	Introduction to Conducting	1
MUSC 230	Woodwind Techniques I	1
MUSC 231*	Woodwind Techniques II	1
MUSC 232	Brass Techniques	1
MUSC 233*	String Techniques	1
MUSC 234*	Percussion Techniques	1

MUSC 237**	Diction for Singers	3
MUSC 303	Forms and Analysis	2
MUSC 310	Music History I.....	3
MUSC 311	Music History II	3
MUSC 312	Music History III	3
MUSC 320	Guitar Pedagogy OR	
MUSC 321	Piano Pedagogy.....	2
MUSC 322	Instrumental Pedagogy	2
MUSC 323**	Vocal Pedagogy	2
MUSC 324*	Marching Band Pedagogy	2
MUSC 325	Choral Methods and Materials	3
MUSC 326	Teaching Elementary Education	2
MUSC 327	Conducting II-Choral OR	
MUSC 328	Conducting II-Instrumental	3
MUSC 329	Electronic Music Media	2
MUSC 498	Senior Music Seminar	1

* Not required for choral music education emphasis.

**Not required for instrumental music emphasis.

See professional education course listings under Education: Professional Studies Core for Secondary Education (30 hours required). Special Methods of Teaching Music is EDUC 426.

Contact Person: Dr. James Pantle, Frank Center M-01, 304/876-5225.

Special Requirements for Music Majors

I. GPA Requirement

Music majors must complete all MUSC courses with a grade of C or better. Students receiving grades lower than C in any MUSC course must retake the course.

II. Private Applied Lesson Requirement

Music majors are required to enroll for private applied lessons on their major instrument with an appropriate resident Shepherd College faculty member every semester prior to their graduation. Only those music education majors who have completed their senior recital may waive the requirement during the semester of directed teaching. Should the student desire supplementary lessons by someone other than College faculty, such lessons are at the discretion of the student and should be discussed with the department chair and/or the College applied instructor.

III. Ensemble Participation

A. Music majors are required to participate in the appropriate ensemble every semester of their college careers, with or without credit, save for the semester during which they are doing directed teaching.

B. Students are encouraged to participate in other instrumental and vocal ensembles in addition to the basic band or choir involvement. Under certain rare circumstances, such an ensemble may count singly as satisfying the ensemble participation requirement for a given semester. This is contingent upon the approval of the appropriate ensemble director, the student's advisor, and the department chair.

C. Participation in any ensemble is interpreted to mean attendance at all rehearsals and participation in all programs and concerts presented by that ensemble. Individual exceptions to this rule are left to the discretion of the ensemble director as determined during the registration procedures.

D. Ensemble directors will determine whether or not the ensemble requirement has been met. The director will notify the student's advisor, the student, and the department chair.

E. Students may petition the department to be excused from that semester's portion of the ensemble participation requirement.

F. Bachelor of arts in music students should refer to the specific requirements relative to ensemble participation as listed under the concentration area elsewhere in the *Catalog*.

The term "appropriate ensemble" is determined to refer to either MUEN 360 Band or MUEN 374 Choir. Instrumental emphasis majors will take band each semester; vocal

emphasis majors will take choir each semester. Keyboard and guitar emphasis majors may choose which of the two is most suitable to their goals. Piano emphasis majors may substitute keyboard ensemble as their appropriate ensemble after their fourth semester.

IV. Music Attendance Requirement

All Shepherd College students majoring in music are required to attend a minimum of 100 concert/recitals prior to graduation. A list of approved events will be circulated each semester. Attendance cards will be distributed to each music major. It is the student's responsibility to bring the card to the designated record keeper following each event attended.

V. Music Department 1:10 Recital Requirement

Music majors may not register for any class that meets during the Wednesday 1:10 time slot. Students must attend the weekly 1:10 Departmental Recital each Wednesday in Frank Center M08. All students, save first-semester freshmen, must perform on the 1:10 recital each semester.

VI. Piano Proficiency

All music majors must complete the piano proficiency exam before graduation from a degree program. In addition, music education majors must pass the piano proficiency exam in order to pass Juncture 2 in the senior year.

- A. To acquire the specific skills needed for the piano proficiency exam, it is suggested that the student enroll in the class piano sequence (MUSC 138, 140, 141). Students who have some keyboard experience may place out of MUSC 138 and move into MUSC 140 Class Piano I. In addition to class piano, students may enroll in private applied lessons in order to prepare for the exam. For all section of class piano, students must receive a grade of C or above in order to be qualified to take the exam.
- B. Exams will be scheduled at the end of each semester during finals week. Students will sign up for individual exam sessions with the coordinator of keyboard studies. Students must pass ALL components of the exam. If a student does not pass one of the components, he/she may retake that portion of the exam at a later time.
- C. Exams will consist of the following (study exams may be obtained from the keyboard studies coordinator):
 1. Students will be asked to play three of the following scales, two octaves, eighth-note motion, at M.M. quarter note=80: C, D, E, F, G, A major or a, d, e minor;
 2. Performance of two compositions:
 - a. "The Star Spangled Banner" or "America,"
 - b. A solo composition from Unit Six of *Contemporary Class Piano*.
 3. A prepared harmonization of a simple folk tune or song used in the K-12 general music curriculum.
 4. Two sight-reading examples: one harmonization and one solo composition.
 5. Score reading: play any two parts from an open SATB choral score (prepared example).
 6. Transposition of a composition that uses a five-finger pattern into the keys of Bb, A, or G major (see study exam for examples).
- D. Students will audition at the beginning of their freshman year for placement in the appropriate class piano level. Students who can demonstrate proficiency in the exam requirements will be exempt from class piano study and the keyboard proficiency examination. Students who cannot demonstrate this proficiency should enroll in class piano courses until their proficiency requirement is satisfied.

VII. Performance Levels

All music majors must achieve the appropriate performance level to meet graduation requirements. Levels are achieved through the music jury process which is held one week before final exams each semester. The appropriate levels are: performance emphasis, VIII; studio pedagogy and music education, VI; composition, V. A level V must be assigned before a student may perform a junior or senior recital.

VIII. Sophomore Music Competency Exam

All sophomore music majors must demonstrate an acceptable level of knowledge in aural skills, written theory, basic music vocabulary, and music history and literature prior to

registration for their junior-year classes. This level will be determined through a competency exam and by passing MUSC 206.

All sophomore music majors must take a music competency exam prior to registration for their junior-year classes. The exam will be administered each spring semester and the results distributed before the registration period for fall courses. The exam will be offered in the fall semester as needed and the results distributed before the registration period for spring courses. Students must receive a passing score (70 percent or higher) on the exam to enroll in junior-level music courses.

IX. Senior Music Activity

All music majors must complete a senior music activity appropriate to their major and area of concentration.

A. For music education majors, the senior music activity will be completed in one of the following three formats:

1. *Recital* (minimum total time: one hour)
The recital will involve a minimum of 45 minutes of actual music on one or more instruments.
2. *Lecture-Recital* (minimum total time: one hour)
The lecture-recital will involve a minimum of 25 minutes of actual music, plus comments appropriate to the works presented.
3. *Project-Presentation* (minimum total time: one hour)
The project-presentation will involve a creative endeavor that may take the form of original composition, arranging, conducting, innovative pedagogy, or focused research. The results of the project will be publicly presented in an appropriate format, most likely a lecture presentation. Thesis-like papers alone will not fulfill the requirement.

B. All students concentrating in performance in the Bachelor of Arts program are required to present a senior recital. Successful completion of the junior recital is a prerequisite.

C. All students concentrating in composition in the Bachelor of Arts program are required to present a performance of their own music containing no less than 45 minutes of actual music.

D. Students concentrating in composition in the Bachelor of Arts program are required to present a performance of their own music containing no less than 45 minutes of actual music.

E. Procedure:

1. During the junior year, the student and his or her advisor will determine the form of the senior music activity. Following this, the student will submit a typewritten proposal to each full-time music faculty member. The proposal must provide a partial listing of the music to be presented in the case of recitalists or a concise but specific description of the activity to be undertaken. The proposal must also include a projected completion date.
2. All students proposing to perform an activity must provide the department chair with a list of no fewer than three preferred performance dates and, if appropriate, performance venues, to be submitted no later than the semester preceding the activity.
3. The student must assume total responsibility for personnel, rehearsals, staging, etc.
4. Once a date has been determined for presentation or completion of the senior music activity, that date will not be changed.
5. Recitals will be presented in the music recital hall (Frank Center M-08). The faculty reserves the right to designate other performance venues as they deem appropriate.
6. The full-time music faculty member most identified with the musical area of the student's senior music activity will serve as the advisor in conjunction with the student's regular advisor and/or teacher if the two are not the same.

7. Students completing a project or recital-project will submit a copy of the completed project to each music faculty member on or prior to the projected completion date. These copies are to be in approved finished form.
8. Subsequent to the realization of the senior music activity, the music faculty will convene to determine whether or not the requirement has been successfully fulfilled, and so notify the student and the Office of the Registrar.

X. Exit Exam

As a culmination of the senior seminar, students will take an appropriate examination to demonstrate their musical knowledge and skills. Score standards adopted by the music faculty will determine pass/fail outcomes of the test and the course.

Professional Associations for the Music Major

MENC Student Chapter

Music students can affiliate with professional music educators and with music students from other colleges and universities in the United States through membership in a student chapter of the Music Educators National Conference (MENC). This organization affords excellent opportunities for professional orientation and development during the college years.

IAJE Student Chapter

Students from all disciplines with an interest in jazz may join the International Association of Jazz Educators. Membership provides the student with the opportunity to affiliate with others with like interests in this art form through participation in area and national conventions, concerts, and campus activities.

Phi Mu Alpha Sinfonia

The International Professional Music Fraternity for Men, Phi Mu Alpha Sinfonia has established a chapter at Shepherd College. Students from all academic disciplines may be selected for membership in this prestigious organization which is dedicated to the art of music and its crosscultural dissemination.

Sigma Alpha Iota

Sigma Alpha Iota International Academic Fraternity for Women in the Field of Music chapter at Shepherd College is dedicated to the art of music and its development. The women of Σ AI have the opportunity to share their interests with other members in a worldwide network.

Music for the General Student

The general student is encouraged to participate in music ensembles, music courses, and other activities of the Music Department.

1. **Private Applied Music.** Lessons are available to all college students by consent of the appropriate professor, and may be taken for half or full hours of credit per semester. One half-credit hour is based on a one half-hour lesson plus a minimum of six hours of practice per week. One full credit hour is based on a one-hour lesson plus a minimum of twelve hours of practice per week. The same course number can be applied any number of times for credit.
2. **Music Ensembles.** Band, Choir, Jazz Ensemble, Jazz Choir, Chamber Singers, Masterworks Chorale, and other music ensembles are open to the general student, as based on the entrance guidelines formulated by the particular faculty member involved. The department seeks involvement of the general student body in these activities.
3. **Music Courses.** The general student is encouraged to select music courses for elective credit. Prerequisites and other information are included with the specific course descriptions contained elsewhere in this *Catalog*.

NURSING

The Bachelor of Science Degree in Nursing (B.S.N.) prepares nurses to function as generalists within diverse health care systems. The program provides students the opportunity to acquire knowledge of theory and clinical practice.

The B.S.N. program also focuses on the professional nurse as a consumer of research and practitioner of community health. The B.S.N. program culminates with preparation for management and leadership roles as a health care provider. This foundation is necessary for the development of critical thinking, communication, service, lifelong learning, and for understanding people of diverse cultures.

Mission Statement and Goals

The mission of the Department of Nursing is to enhance the health status of the region by educating nurse generalists through the associate's and bachelor of science degree programs. Emphasis is placed on building a foundation for the pursuit of lifelong learning, personally and professionally, by providing a caring climate and student-faculty relationships that encourage the intellectual, ethical, and personal development of each student.

The goals of the B.S.N program are to prepare a graduate who is able to:

1. Integrate a background in the liberal arts with the knowledge, skills, and values of professional nursing in order to influence the health of individuals, families, groups, communities, and populations;
2. Practice the discipline of nursing in a caring, empathetic, and culturally-sensitive manner;
3. Assume leadership roles in recognizing, evaluating, and responding to the changing health needs of society by means of critical thinking, therapeutic nursing interventions, collaboration, and effective communication;
4. Engage in research-based practice within the scope of the ANA Standards of Practice;
5. Participate in personal and professional lifelong learning, value service to the community, and appreciate cultural diversity.

Accreditation

West Virginia Board of Examiners for Registered Professional Nurses
101 Dee Drive
Charleston, WV 25311
304/558-3596

National League of Nursing Accrediting Commission
61 Broadway
New York, NY 10006
800/669-1656

Admission to the B.S.N. Program

The generic student seeking enrollment in the Bachelor of Science Degree in Nursing Program must meet the requirements for admission to Shepherd College, as state in the College Catalog. Freshman and sophomore students will be designated as pre-nursing students and must be advised by nursing faculty.

Students become candidates for admission into the nursing program in the spring of their sophomore year upon meeting the following criteria:

1. Eligible to complete the 67 lower division course hours as identified in pre-nursing curriculum prior to matriculation;
2. Completion of NURS 231 Introduction to Nursing;
3. Cumulative grade point average of 2.5. Must achieve grade C or above in the following courses: BIOL 225/227, BIOL 226/228, NURS 231;
4. Submit a Department of Nursing application for admission;
5. Submit a letter of reference; and
6. Meet with the department chair or designee for advisement by March 1 of the year of intended enrollment.

Special Requirements of Nursing Majors

1. Submission of completed health data requirement prior to July 1 following acceptance into the program;
2. Submission of yearly PPD results (or chest x-ray, if appropriate) and evidence of CPR prior to July 1 of each year;
3. Attend yearly JCAHO assembly as scheduled;
4. Adhere to the policies and procedures in the Department of Nursing Education Student Handbook;
5. Complete all course work within five years of admission into the program.

R.N. Track Program

The R.N. track is designed to expand the registered nurse's education. This program provides flexibility with a wide continuum of education and experience, based upon advisement and development of an individual growth plan. Previous education and experience is evaluated through the use of a professional portfolio. The expected competencies of R.N. to B.S.N. graduates are the same as those of graduates for the generic baccalaureate program.

R.N. to B.S.N. Admission Process

The following must be submitted to the department chair no later than November 15 prior to spring enrollment in NURS 324 Nursing Research, or March 15 prior to fall enrollment in NURS 313 Nursing 1-A, Health Assessment:

1. Department of Nursing Education admission application;
2. Official transcript copy (one) on file; transcript must be reviewed and academic advisement form signed by advisor and advisee;
3. Proof of current R.N. licensure;
4. A professional portfolio which includes the following:
 - a. Résumé of nursing work experience (include a narrative summary of most recent work experience roles and responsibilities);
 - b. Personal and professional goals for completing the B.S.N. program (including how program completion will affect applicants work and future educational goals);
 - c. Professional activities for the last three years:
 1. Continuing nursing education completed (seminars, courses, programs)
 2. Professional development (committees, nursing organizations/associations)
 3. Community involvement (church, school, children's activities);
 - d. Letter of professional reference, assessing ability to successfully complete the B.S.N. program.

Student Nurses Association

Students enrolled in the nursing program are encouraged to be involved with their professional organization on campus.

Progression

In order to progress and to graduate, the student enrolled in the B.S.N. program must:

1. Receive a minimum of a C in BIOL 225, BIOL 226, BIOL 227, BIOL 228 (Anatomy and Physiology);
2. Receive a minimum of C in each nursing course;
3. Must maintain a minimum of 2.0 cumulative grade point average;
4. Must satisfy pre and corequisite requirements as scheduled.

Ratio Clock to Credit Hour

The ratio of theory clock to credit hour is 1:1. A 2:1 ratio of clinical clock hours to credit hours is maintained. A clock hour equals 50 minutes.

Graduation

Upon successful completion of the program, graduates are eligible to sit for the NCLEX-RN exam.

Eligibility for Licensure

The nursing law of West Virginia addresses criteria for application for licensure. The West Virginia State Board of Nursing has the power to deny opportunity to procure licenses through testing if the applicant has willfully committed a felony under the laws of West Virginia. Any student entering the nursing program who has committed any illegal offenses (felony or misdemeanor) is encouraged to discuss these matters with the department chair for clarification prior to admission. Details are requested when the graduate makes application for licensure.

Curriculum for a Comprehensive Major in Nursing

Total hours required for the degree	130
General studies requirements	47
Electives	3
Related required courses	21
Nursing requirements	59
Freshman: first semester:	
ENGL 101	Written English 3
CHEM 120*	College Chemistry I 3
CHEM 120L*	College Chemistry I Laboratory 1
GSPE 100-193	Physical Education 1
MUSC 111	Introduction to Music 2
MATH 101	Introduction to Mathematics OR any 3 or 4 credit hour mathematics course numbered MATH 106 or above except MATH 111 3-4
HIST 101	History of Civilization: Ancient through Medieval OR
HIST 102	History of Civilization: Renaissance to French Revolution OR
HIST 103	History of Civilization : French Revolution to Present 3
Freshman: second semester:	
ENGL 102	Written English 3
CHEM 122*	College Chemistry II 3
CHEM 122L*	College Chemistry II Laboratory 1
GSPE 100-193	Physical Education 1
ART 103	Introduction to the Visual Arts 2
PSCI 100	Politics and Government OR
PSCI 101	American Federal Government 3
HIST 101	History of Civilization: Ancient through Medieval OR
HIST 102	History of Civilization: Renaissance to French Revolution OR
HIST 103	History of Civilization : French Revolution to Present 3
Sophomore: first semester	
ENGL 208	Survey of World Literature I OR
ENGL 209	Survey of World Literature II 3
BIOL 225*	Human Anatomy and Physiology 3
BIOL 227*	Human Anatomy and Physiology Lab 1
BIOL 302*, 302L	Microbiology and Laboratory 4
SOCI 203	Sociology 3
PSYC 203	Introduction to Psychology 3
NURS 231	Introduction to Nursing (R. Section/RN Transition) 2
Sophomore: second semester	
ENGL 204	Survey of American Literature 3
BIOL 226*	Human Anatomy and Physiology 3
BIOL 228*	Human Anatomy and Physiology Laboratory 1
ECON 123	Contemporary Economics OR
ECON 205	Principles of Macroeconomics 3
FACS 318	Nutrition 3
COMM 202	Fundamentals of Speech 3

*Science courses must be taken in order listed

Junior: first semester

NURS 311	Nursing I Introduction to Health Care	3
NURS 313	Nursing I-A Health Assessment	3
NURS 315	Nursing I-B Clinical Component	3
NURS 317	Essentials of Clinical Pharm/Patho in Nursing	2
EDUC 300	Human Growth and Development	3
	Elective	3

Junior: second semester

NURS 316	Nursing II Health Care of the Adult	3
NURS 318	Nursing II Clinical Component	3
NURS 320	Nursing III Mental Health Psychiatric Care	3
NURS 322	Nursing III Clinical Component	2
NURS 324	Nursing Research	2
NURS 326	Essentials of Clinical Pharm/Patho in Nursing	2

Senior: first semester

NURS 411	Nursing IV Community Health Care	3
NURS 413	Nursing IV Clinical Component	3
NURS 415	Nursing V Health Care of Children and Families	3
NURS 417	Nursing V Clinical Component	2
NURS 419	Nursing VI Health Care of Women	2
NURS 421	Nursing VI Clinical Component	2

Senior: second semester

NURS 422	Nursing Health Care of the Adult: Gerontology Focus	3
NURS 424	Nursing VII Clinical Component	3
NURS 426	Nursing VIII Health Care of the Adult with Complex Problems	3
NURS 428	Nursing VIII Clinical Component	2
NURS 434	Management and Issues in Health Care	3
NURS 436	Senior Capstone Seminar	1

Special Fee: Nursing Achievement Testing (per semester): \$48.75.

OCCUPATIONAL SAFETY AND HEALTH

Curriculum for a Minor in Occupational Safety and Health

Curriculum for a Minor in Occupational Safety and Health		
Total hours required		33
SAFT 150	Introduction to Occupational Safety and Health	3
SAFT 220	Safety Management I	3
SAFT 221	Safety Management II	3
SAFT 292	Internship in Occupational Safety and Health	3
SAFT 240	The Industrial Fire Brigade	3
ACCT 201	Accounting I	3
BADM 310	Principles of Management	3
HLTH 110	Wellness in the Workplace	3
MATH 105	Algebra (by placement)	3
SAFT xxx	Electives	6

OFFICE TECHNOLOGY

Curriculum for a Minor in Office Technology

Total hours required	24
BSED 104* Keyboarding II	3
BSED 201 Alphabetic Notetaking	3
BSED 324 Office Administration	3
BSED 250 Introduction to Office Technology	3
BSED 329 Office Systems Software	3
BSED 380 Desktop Publishing	3

Select any two courses below:

BADM 345	Business Communications	3
BSED 292	Internship in Business Education	3
BSED 320	Electronic Editing	3

*Student must take BSED 103 Keyboarding I if no previous keyboarding skills.

PHYSICAL EDUCATION TEACHING FIELD GRADES K-12

The Department of Health, Physical Education, Recreation, and Sport (HPERS), in conjunction with the Department of Education, seeks to prepare highly-trained teachers in the area of skill acquisition and movement education. These future teachers are critical-thinking problem solvers able to analyze movement and give organized feedback to the learner.

To pursue this teaching specialization and graduate in fours years, students should be enrolled in the program the first semester of the freshman year. Entering this program after the freshman year will extend the date of graduation beyond four years.

A specialization in physical education leading to certification in grades K-12 is in the process of being filed with the State of West Virginia and should be available beginning fall 1999.

Contact Person: Dr. J. Michael Jacobs, Butcher Center, 304/876-5233.

PHYSICS

The department offers a program of courses designed to serve those students who wish to supplement their majors with a minor in a fundamental field of science. In particular, this minor would complement a major in chemistry, biology, or mathematics. The courses offered provide challenging applications in applied mathematics.

Curriculum for a Minor in Physics

Total hours required	27
PHYS 221, 221L	General Physics 4
PHYS 222, 222L	General Physics 4
PHYS 322	Electricity and Magnetism 3
PHYS 323	Modern Physics 3
PHYS 330	Advanced Laboratory 2
ENGR 242	Engineering Dynamics 3
MATH 207	Calculus I 4
MATH 208	Calculus II 4

POLITICAL SCIENCE

The study of political science develops knowledge and understanding of national and international government, politics, and policy. The program prepares students for careers in public service and private business, as well as for graduate work leading to careers in a variety of areas including law, public administration, policy analysis, foreign service, journalism, and college teaching. Proximity to Washington allows enhancement of traditional classroom work with opportunities to observe the federal government in operation.

Curriculum for a Major in Political Science

Total hours required	30	
Required courses	15	
PSCI 102	State and Local Government	3
PSCI 201	Public Administration	3
PSCI 315	Early Political Theory OR	
PSCI 316	Recent and Contemporary Political Theory	3
PSCI 325	Comparative Government: Western Europe OR	
PSCI 327	Comparative Government: The Soviet Union and its Aftermath OR	
PSCI 328	Comparative Government: Asia	3

PSCI 403	International Relations	3
Elective courses	Any 300 or 400 level course in political science* OR	15
ECON 350	Government and Business	
ECON 310	Public Finance	
HIST 402	Diplomatic History of the United States	
See Note.		

Curriculum for a Minor in Political Science

Total hours required		24
Required courses		15
PSCI 102	State and Local Government	3
PSCI 201	Public Administration	3
PSCI 315	Early Political Theory OR	
PSCI 316	Recent and Contemporary Political Theory	3
PSCI 325	Comparative Government: Western Europe OR	
PSCI 327	Comparative Government: The Soviet Union and its Aftermath OR	
PSCI 328	Comparative Government: Asia	3
PSCI 403	International Relations	3
Elective courses	Any 300 or 400 level course in political science.*	9

* No more than six hours of PSCI 443, Internship in Government, can be counted toward the political science major or minor (additional internship hours will be considered as general electives).

NOTE: Most 300 and 400 level political science courses can only be offered every other year. Students should plan their schedules accordingly. Enrollment in available upper-division courses should not be postponed on the often mistaken assumption that they will necessarily recur during the following year. It is strongly recommended that minors consult periodically with political science faculty members to assure that their work in political science is proceeding appropriately.

PRE-PROFESSIONAL STUDIES

In addition to a number and variety of major and minor field concentrations applicable to baccalaureate degrees, together with several associate's degree programs and teacher education programs, Shepherd College provides students with excellent opportunities to begin their undergraduate college preparation leading toward certain career professions. Such students, however, eventually must make application to, and successfully complete the terminal training provided by a special professional or graduate school or university elsewhere.

These pre-professional programs include several with substantial concentration in the basic sciences and mathematics and constitute recommended course selections from the Shepherd College academic offerings which may prepare students for application to professional schools of dentistry, medicine, veterinary medicine, and others. As such, these course work recommendations should be viewed as requirements of institutions other than Shepherd College unless, as is commonly the case, a student pursues a specific Shepherd College degree program as well.

Pre-professional programs do not count as a major (program) for financial aid purposes or to meet graduation requirements.

Pre-Dentistry, Pre-Medicine, Pre-Veterinary Medicine

The majority of successful applicants to professional schools in these areas are those who have completed a four-year baccalaureate degree program, although a small percentage of exceptional third-year college undergraduates may be admitted, particularly to dental schools.

The recommended undergraduate preparatory course of study is one which concentrates within the basic sciences of biology, chemistry, and physics, but professional schools usually recommend that the undergraduate program include a broader academic background as well, like that provided by the Shepherd College program of general studies.

Therefore, it is suggested that students pursuing career goals of the practice of dentistry,

medicine, and/or veterinary medicine undertake, while at Shepherd College, course work leading to a Bachelor of Science degree in either biology or chemistry with a science-oriented minor field. Requirements for the baccalaureate major and minor fields in biology or chemistry are listed in this *Catalog*. The Shepherd College general studies requirements and other general baccalaureate degree requirements are described in this *Catalog* as well.

Before the end of their sophomore year, students pursuing any of these pre-professional avenues of study are urged to solicit from professional schools of primary interest, specific admission information in order to insure that any exceptional requirements may be taken into account in planning the balance of the pre-professional course of study at Shepherd College. West Virginia residents may qualify for cooperative programs with universities and professional schools in other states in the areas of veterinary medicine, podiatric medicine, and optometry.

Pre-Law

Law schools generally require applicants to possess a baccalaureate degree. It is suggested that students interested in pre-law major in political science. Although law schools do not specify any one undergraduate major as being more appropriate than another for consideration for admission to their programs, applicants usually possess bachelor's degrees in political science, history, economics, or accounting. Most recent Shepherd College graduates who have entered law schools have majored in political science. The criteria for admission are usually threefold: 1) the applicant's overall grade-point average; 2) the score on the Law School Admission Test (LSAT); and 3) recommendations from major professors and from those who are familiar with the applicant's character.

The student who is interested in entering law school should plan an academic program that develops breadth of vocabulary and reading comprehension, written expression, discernment for subtleties of language and thought, analytical ability, and knowledge of governmental procedures and forms. One leading law school cautions that a pre-law student should be involved in an undergraduate curriculum "which is intellectually challenging and demanding and which requires rigorous academic discipline." Another warns that applicants presenting courses "without intellectual content of substantial value" will not be considered. The pre-law advisor in the political science department is available for consultation and advisement, and can provide information about the Law School Admission Test.

Pre-Theological Studies

The American Association of Theological Schools proposes no one course of study as "best" for students who plan to enter seminary but emphasizes that those students should be able, upon graduation from college, to demonstrate the ability to use certain tools of the educated person. Recommendations generally indicated by seminaries include such minimal statements as: English, 12-16 semester hours; history, 8-12 semester hours; foreign language, 12-16 semester hours; religion, 8-12 semester hours; natural sciences, 12-16 semester hours; social studies, 12-16 semester hours; philosophy, 8-12 semester hours; psychology, 4-6 semester hours.

PSYCHOLOGY

Shepherd College offers a program in psychology leading to the Bachelor of Arts degree.

The purpose of the psychology program includes the following:

1. To encourage the student to pursue a traditionally-oriented liberal arts curriculum as a broad educational foundation.
2. To expose the student to the nature of scientific explanation and scientific research within psychology as well as to provide a conceptual framework for understanding human behavior.
3. To provide, for the qualified student, actual experience in career settings involving teaching, research, or service work within psychology, or a combination of these (this is accomplished through the practicum program).
4. To contribute to the preparation of the student for admission to graduate school and to schools offering advanced professional certification.

In addition to a major in psychology, a student must also complete the general studies

program, select a minor field of study, meet the 12-hour foreign language requirement, and include at least 45 upper-division hours in their program in order to meet graduation requirements for the Bachelor of Arts degree. Some credit is given for foreign language courses taken in high school. It is also possible to earn as much as 12 foreign language credit hours through the CLEP examination, which is administered by the Office Career Development Center.

Curriculum for a Major in Psychology

The curriculum for a major in psychology requires 34 hours. Sixteen hours are required, and 18 additional hours are to be selected from a prescribed listing. (Note: With permission of the chair of the Department of Psychology and the student's advisor, six of the 18 elective hours may be career-track electives. These are courses that clearly relate to the student's career plans, but they cannot overlap with courses comprising the student's minor field of study.)

Total hours required	34
Required hours:	16
PSYC 203 Introduction to Psychology	3
PSYC 400 Experimental Psychology	4
PSYC 420 History and Systems of Psychology	3
PSYC 485 Senior Thesis	3
MATH 314** Statistics	3
Electives	18
Restricted electives, Group I (choose two courses)	
PSYC 362 Psychology of Learning and Cognition	3
PSYC 363 Physiological Psychology OR	3
PSYC 361* Survey of Physiological Psychology	3
PSYC 415 Tests and Measurement	3
Restricted electives, Group II (choose two courses)	
PSYC 305 Social Psychology	3
PSYC 310 Psychology of Personality	3
PSYC 360 Abnormal Psychology	3
Free electives (choose a minimum of two courses)	
EDUC 302 Educational Psychology	3
PSYC 301 Adolescent Development	3
PSYC 302 Psychology of Aging	3
PSYC 311 Introduction to Clinical Psychology	3
PSYC 312 Practicum in Psychology I	3
PSYC 313 Practicum in Psychology II	3
PSYC 314 Field Experience in Art Therapy	3
PSYC 316 Art Therapy	3
PSYC 320 Human Sexual Behavior	3
PSYC 321 Industrial/Organizational Psychology	3
PSYC 325 Health Psychology	3
PSYC 326 Psychology of Substance Abuse	3
PSYC 328 Dance Therapy	3
PSYC 330 Family Therapy	3
PSYC 364 Lifespan Developmental Psychology	3
PSYC 365 Psychopharmacology	3
PSYC 367 Motivation and Emotion	3
PSYC 370 Sensations and Perception	3
PSYC 404 Psychology Seminar	3
PSYC 430 Humanistic Psychology	3
PSYC 440 Group Psychotherapy	3
FACS 304 Child Development	3
PSYC 206, 306, 406 Special Topics in Psychology	3

*PSYC 361 Survey of Physiological Psychology is designed for students without a science background or those who have taken science at the general studies level. PSYC 361 will cover

more topics in less depth than in PSYC 363 Physiological Psychology, which is designed for students with a science background, e.g., a science/nursing major or minor.

****MATH 205** Calculus with Applications or **BADM 224** Business Statistics may be substituted for **MATH 314** Statistics.

Curriculum for a Minor in Psychology

Total hours required	25
Required courses	10
PSYC 203 Introduction to Psychology	3
PSYC 400 Experimental Psychology	4
MATH 314** Statistics	3
Electives	15
Restricted electives, Group I (choose one course)	
PSYC 362 Psychology of Learning and Cognition	3
PSYC 363 Physiological Psychology OR	3
PSYC 361 Survey of Physiological Psychology	3
PSYC 415 Tests and Measurement	3
Restricted electives, Group II (choose one course)	
PSYC 305 Social Psychology	3
PSYC 310 Psychology of Personality	3
PSYC 360 Abnormal Psychology	3
Free electives (choose a minimum of two courses)	
EDUC 302 Educational Psychology	3
PSYC 301 Adolescent Development	3
PSYC 302 Psychology of Aging	3
PSYC 311 Introduction to Clinical Psychology	3
PSYC 312 Practicum in Psychology I	3
PSYC 313 Practicum in Psychology II	3
PSYC 314 Field Experience in Art Therapy	3
PSYC 316 Art Therapy	3
PSYC 320 Human Sexual Behavior	3
PSYC 321 Industrial/Organizational Psychology	3
PSYC 325 Health Psychology	3
PSYC 326 Psychology of Substance Abuse	3
PSYC 328 Dance Therapy	3
PSYC 330 Family Therapy	3
PSYC 364 Lifespan Developmental Psychology	3
PSYC 365 Psychopharmacology	3
PSYC 367 Motivation and Emotion	3
PSYC 370 Sensations and Perception	3
PSYC 404 Psychology Seminar	3
PSYC 420 History and Systems of Psychology	3
PSYC 430 Humanistic Psychology	3
PSYC 440 Group Psychotherapy	3
FACS 304 Child Development	3
PSYC 206, Special Topics in Psychology	1-3
306, 406	

****MATH 205** Calculus with Applications or **BADM 224** Business Statistics may be substituted for **MATH 314** Statistics.

RECREATION AND LEISURE STUDIES

Shepherd College offers a comprehensive major in recreation and leisure studies. In addition to the required core courses of study, each student is required to select at least one of the following concentrations: commercial recreation/tourism, sport communications, sport fitness, sport management, and therapeutic recreation.

Commercial Recreation/Tourism

This concentration prepares students for careers in the tourism and commercial recreation industry. Some of the job opportunities are travel industry, hospitality, entertainment, commercial recreation, and sport tourism.

Sport Communication

This concentration prepares students for careers in radio and television sport broadcasting. Job opportunities include sports reporting, free-lance writer, broadcasting, and sport promotions.

Sport Fitness

This concentration prepares students for careers in fitness and wellness. Career opportunities include fitness instructor, personal trainer, corporate fitness director or manager, fitness facility director, strength and conditioning coach, and sports medicine rehab.

Sport Management

This concentration prepares students for career management positions in a variety of settings including sport marketing, sport management and administration, sport facilities management, and sport event management.

Therapeutic Recreation

This concentration prepares students for eligibility to apply for the NCTRC certification examination. When an individual passes the national exam, he or she becomes a Certified Therapeutic Recreation Specialist (CTRS). Therapeutic recreation majors are trained to be employed by hospitals, nursing, home, health care agencies and other settings dealing with handicapped, disabled, and impaired individuals.

Out-of-Class Requirements for Recreation and Leisure Studies Majors

The following requirements must be met for graduation:

1. It is REQUIRED that each major be an active member of an approved state or national organization in his or her specialization during the academic years while pursuing this major;
2. It is REQUIRED that all recreation majors attend two or more state and/or national conferences in their concentration during the during the academic years while pursuing this major.

Curriculum for a Comprehensive Major in Recreation and Leisure Studies

Total hours required	128	
General studies	47	
Core requirements	46	
RECR 140	Introduction to Leisure Studies	3
RECR 210	Leisure Activities	3
RECR 316	Recreational Programming	3
RECR 320	Facilities Management	3
RECR 335	Leisure for the Aging	3
RECR 370	Environmental Education	3
RECR 407	Administration of Leisure Services	3
RECR 449	Pre-Practicum	1
HLTH 225	First Aid/CPR	3
HLTH 300	Substance Use and Abuse	3

BADM 310	Principles of Management	3
CIS 102	Microcomputer Applications	3
RECR 450	Recreation Internship	9
Choose one of the following, 3 hours:		
SOWK 402	Social Gerontology	3
PSYC 302	Psychology of Aging	3
RECR 440	Late Adulthood Issues	3
Concentrations (Choose one of the following):		
Commercial recreation/tourism concentration		35
Required courses		24
RECR 125	Introduction to Commercial Recreation/ Tourism	3
ACCT 201	Introductory Accounting I	3
BADM 323	Human Resource Management	3
BADM 340	Marketing	3
BADM 380	International Tourism and Hospitality	3
FACS 202	Food and Meal Management	3
FACS 308	Housing	3
RECR 350	Field Experience in Leisure Services	3
Electives		11
Sport communication concentration		35
Required courses		24
COMM 203	Introduction to Mass Communication	3
COMM 302	Writing for the Mass Media	3
COMM 329	Sound Design	3
RECR 355	Sport Photography	3
COMM 352	Computer Mediated Communication	3
COMM 360	Studio Production	3
RECR 324	Sport Writing	3
RECR 350	Field Experience in Leisure Studies and Seminar	3
Electives		11
Sport fitness concentration		35
Required courses		24
FACS 318	Nutrition	3
HLTH 103	Personal Health	3
HLTH 200	Health and Wellness	3
HLTH 390	Exercise Prescription	3
PHED 370	Applied Anatomy and Physiology	4
PHED 380	Perceptual Motor Learning	2
PHED 405	Applied Kinesiology	3
ATHC 224	Care and Prevention of Athletic Injuries	3
Electives		11
Sport management concentration		35
Required courses		24
ACCT 201	Introductory Accounting I	3
ACCT 202	Introductory Accounting II	3
BADM 212	Business Law I	3
BADM 340	Marketing	3
BADM 365	Promotional Strategy	3
BADM 400	Financial Management	3
RECR 108	Introduction to Sport Studies	3
RECR 228	Sport Administration	3

RECR 450	Recreation Internship	3
Electives		11
Therapeutic recreation concentration		35
Required courses		24
RECR 115	Introduction to Therapeutic Recreation	3
RECR 331	Medical Terminology	3
RECR 350	Field Experience in Leisure Studies and Seminar	3
RECR 430	Therapeutic Recreation Programming	3
RECR 431	Issues and Trends in Therapeutic Recreation	3
PHED 370	Applied Anatomy and Physiology	4
PHED 380	Perceptual Motor Learning	2
PHED 401	Teaching Adapted Physical Education	3
Required for certification		6
PSYC 360	Abnormal Psychology	3
EDUC 300	Human Growth and Development	3
Electives		5

Curriculum for a Minor in Recreation and Leisure Studies

Total hours required		24
HLTH 225	First Aid/CPR	3
RECR 115	Introduction to Therapeutic Recreation	3
RECR 125	Introduction to Commercial Recreation and Tourism	3
RECR 140	Introduction to Leisure Studies	3
RECR 216	Recreation Programming	3
RECR 320	Facilities Management	3
RECR 370	Environmental Education	3
RECR 407	Administration of Leisure Services	3

REGENTS BACHELOR OF ARTS DEGREE

The Regents Bachelor of Arts Degree Program, offered at Shepherd College and all other public baccalaureate institutions in West Virginia, is a flexible higher education plan. Originally designed for those adults whose college educations had been interrupted or discontinued, this versatile program also meets the needs of many adults who have had no previous college work. It provides a means by which experiential learning may be evaluated for the awarding of college equivalent credit. Credits earned at regionally-accredited institutions can be transferred; American Council on Educational guidelines on non-collegiate sponsored training programs and educational experience in the armed services are honored; and credits may be earned through CLEP testing.

The RBA program provides mature persons a special opportunity to complete baccalaureate degree studies. It is not an option for traditional college students, and it specifically is not an alternative for students who are disqualified from traditional programs for reasons of poor scholarship. Applications are not accepted from anyone who was graduated from high school (or was awarded a GED) less than four years prior to seeking admission. Baccalaureate degree holders are not eligible for admission.*

Students seeking admission to the RBA program must first be admitted to Shepherd College. There is no program application fee, and tuition costs are the same as for students in other degree programs at Shepherd College. A fee of \$200 is charged if a comprehensive evaluation of experiential learning is requested, regardless of the number of semester hours of credit awarded.

The degree is intentionally unstructured regarding academic discipline emphasis and neither requires nor recognizes majors.

Admission to the RBA program requires a minimum cumulative 2.0 grade point average for all college work, as well as a 2.0 average on all Shepherd College credit. Graduation requires a total of 128 semester hours of credit with a minimum of 2.0 on all Shepherd work as well as cumulative 2.0 grade point average.** In order for RBA students to be considered for honors at

graduation, they must have earned a minimum of 80 semester hours for which a traditional grade has been given with 32 of these semester hours of resident study completed at Shepherd.***

There are no required courses in the program; instead there are required areas in which credits must be earned. General education credits must be earned as follows:

Required Area	Sem. hrs.	Typical Courses in Area
Humanities	6	literature, history, philosophy, art or music appreciation
Communications	6	grammar, composition
Social science	6	sociology, economics, geography, psychology, political science
Natural science	6	biology, chemistry, physics, general science, geology, astronomy
Additional from one or any combination of the above four areas	9	
Math	3	MATH 101, 154, 108 or math with computer applications by math departmental approval
Total required general education	36	

A further requirement is 40 semester hours credit in junior and senior level courses. Students are permitted to select these courses without restrictions as to field of study. In this way students may plan a program designed to suit their individual needs or ambitions. Appropriate credits, no matter by which means they are awarded, may be applied toward any requirement.

*A student may not be enrolled simultaneously in the RBA program and another baccalaureate degree program.

**Twenty-four semester hours must be earned at institutions under the administration of the West Virginia Board of Directors, with a minimum of three semester hours at the host institution (Shepherd).

***Rules relating to Fs: All Fs received four years or more before admission to the RBA program are disregarded.

SOCIAL STUDIES

The social studies program, which offers a comprehensive major, is intended primarily for students preparing to teach in middle or high schools. These curricula provide a multi-disciplinary foundation for prospective teachers who enter integrated social studies educational situations.

Curriculum for Teaching Field in Social Studies Grades 5-12

Specific general studies requirements	15
HIST 101 History of Civilization: Ancient to Medieval OR	
HIST 102 History of Civilization: Renaissance to French Revolution OR	
HIST 103 History of Civilization: French Revolution to Present.....	6
PSCI 101 American Federal Government	3
ECON 123 Contemporary Economics	3
SOCI 203 General Sociology	3
Required courses	33
HIST 201 History of the United States to 1865 AND	
HIST 202 History of the United States 1865 to Present	6
HIST 309 West Virginia and the Appalachian Region	3
HIST 314 Recent United States History OR	
HIST 405 Introduction to African-American History	3

HIST 333	Modern European History	3
HIST 337	History of Women in Europe OR	
HIST 411	Latin American History OR	
HIST 412	History of Russia since 1855	3
HIST 320	Sub-Saharan Africa OR	
HIST 420	Modern East Asia	3
GEOG 101	Principles of World Geography	3
GEOG 301	World Economic Geography	3
GEOG 400	Geography of Latin America OR	
GEOG 407	Geography of Asia OR	
GEOG 408	Geography of Africa	3
HIST 414	History of the Byzantine Empire and	
PSCI 102	State and Local Government OR	
PSCI 317	American Political Thought	3
ECON 206	Principles of Microeconomics	3
PSYC 203	Introduction of Psychology	3
SOCI 205	Social Problems	3
ANTH 315	Cultural Anthropology OR	
PSYC 305	Social Psychology OR	
SOCI 403	Ethnic Relations	3

Curriculum for Teaching Field in Social Studies Grades 5-9

The 5-9 social studies program, which offers a subject specialization for certification, is intended primarily for students preparing to teach in middle schools.

Specific general studies requirements	15
HIST 101,	History of Civilization: Ancient to Medieval OR
HIST 102	History of Civilization: Renaissance to French Revolution OR
HIST 103	History of Civilization: French Revolution to Present
PSCI 101	American Federal Government
ECON 123	Contemporary Economics
SOCI 203	General Sociology
Required courses	24
HIST 201	History of the United States to 1865
HIST 202	History of the United States 1865 to Present
HIST 309	West Virginia and the Appalachian Region
HIST 314	Recent United States History, 1945 to Present OR
HIST 405	Introduction to African-American History
HIST 320	Sub-Saharan Africa OR
HIST 333	Modern European History OR
HIST 337	History of Women in Europe OR
HIST 420	Modern East Asia
GEOG 101	Principles of World Geography
GEOG 301	World Economic Geography
PSCI 102	State and Local Government

See professional education course listings under Education: Professional Studies Core for Secondary Education (30 hours required). Special Methods of Teaching Social Studies is EDUC 422.

Contact Person: Dr. Ellen Saltee, Knutti Hall 109, 304/876-5280.

SOCIAL WORK

Accredited by the Council on Social Work Education, Shepherd College offers a four-year liberal arts curriculum leading to a Bachelor of Science degree in social work. The curriculum has been designed to provide for a broad educational base in the humanities, the biological sciences, the social and behavioral sciences, creative arts, and communication, together with a sequence program of social work courses. The primary purpose of the social work program is to prepare generalist beginning-level social work professionals to perform two basic tasks:

1. To help clients deal effectively with existing or potential problems, tasks, or needs that they identify in their interaction with the world around them, and
2. To contribute to the development of the knowledge base, and policies and practices in the agency, local community, and community-at-large which influence the quality of life and services to clients.

The course content also is appropriate to the preparation of students for admission to graduate schools of social work offering advanced professional education.

Preparation for practice includes classroom instruction, audiovisual laboratory experience, field observation, field work experience, community and on-campus workshops, and an intensive program of academic and professional advisement. Social work students are also encouraged to take advantage of opportunities to further their development as individuals as well as to fulfill their obligations as responsible citizens in a democratic society.

The social work program curriculum is based on a philosophy of social welfare through social change. The curriculum therefore emphasizes generic content areas, principles, and methodologies that will allow for generalist practice with various client and target systems. Students are exposed to a variety of intervention theories and methodologies and are encouraged to select for their practice those interventions which are compatible with the philosophy of social work and which are most useful to the tasks at hand.

In keeping with the mission of the College and the primary purpose of the social work program, the major objectives are:

1. To prepare students for beginning-level generalist social work practice through development of the knowledge, skill, and value base which allows for competent practice.
2. To contribute to the general education of the student by providing a course of instruction based upon the liberal arts tradition.
3. To provide a solid academic and practice foundation for students desiring to pursue advanced professional studies at graduate schools of social work.
4. To encourage students to take advantage of opportunities to further their development as individuals and to fulfill their obligations as responsible citizens in a democratic society.
5. To serve the local professional and lay community by providing continuing education opportunities, and by lending leadership and support to those groups, services, and programs which address human service needs.

Admission to Social Work Program

Students may declare a major in social work as early as the freshman year. In order to become formally accepted into the program, students must complete SOWK 201 Introduction to Social Work with a grade of C or above and at least 24 hours of general academic requirements with an overall grade point average of 2.0 or above. At that time, a student may complete an application and interview for acceptance into the program.

Termination

Continuation in the social work major is based upon positive ongoing faculty evaluation of the student's grades, professional attributes, and performance in real or simulated professional situations. A student may be suspended or terminated from the social work major for deficiencies in the above mentioned areas or failure to maintain a 2.0 grade point average in the major.

Curriculum for a Comprehensive Major in Social Work

Minimum hours required for graduation	128
General studies requirements	47
Specific general studies requirements:	
BIOL 101 General Biological Science	4
BIOL 102 General Biological Science	4
MATH 314 Statistics	3
Free electives	12
Social work curriculum requirements	69
SOWK 201 Introduction to Social Work	3

SOWK 300	Community Service Learning	3
SOWK 301	Social Welfare as a Social Institution	3
SOWK 305	Human Behavior in the Social Environment I	3
SOWK 306	Human Behavior in the Social Environment II	3
SOWK 311	Social Work Methods I	3
SOWK 312	Social Work Methods II	3
SOWK 313	Social Work Methods III	3
SOWK 404	Social Welfare Seminar	3
SOWK 407	Field Experience in Social Work I	3
SOWK 408	Field Experience in Social Work II	3
SOWK 411	Field Experience in Social Work III	3
SOWK 409	Field Experience Seminar	2
SOWK 410	Field Experience Seminar	1

Related required courses:

PSYC 203	Introduction to Psychology	3
SOCI 410	Social Theory	3
PSCI 201	Introduction to Public Administration	3
SOCI 205	Social Problems	3
SOCI 303	The Family	3
SOCI 405	Research Methods	3
FACS 304	Child Development OR	
EDUC 300	Human Growth and Development OR	
PSYC 364	Lifespan Development Psychology	3

Required electives from the following courses (9 hours):

Diversity:

HIST 405	Introduction to African-American History
SOCI 309	Sociology of Religion
SOCI 403	Ethnic Relations
WMST XXX	Any women's studies offering including SOWK 419 Sex and Gender

Social and economic justice:

SOCI 402	Criminology
PSCI 331	Race, Gender, and Politics
PSCI 411	Politics of Poverty
SOCI 411	Social Stratification

Populations at risk:

SOWK 320	Child Welfare
HIST 309	West Virginia and the Appalachian Region
SOCI 312	Introduction to Juvenile Delinquency
SOWK 402	Social Gerontology
SOWK 417	Sex and Gender in Contemporary Society

SOCIOLOGY

The sociology program, with both a traditional and a criminal justice concentration, offers students a behavioral education which is based in the liberal arts and which is designed to encourage and develop scientific inquiry and an understanding of human behavior, culture, and society. Competencies within the program assist students in recognizing their total college experiences as cumulative, coherent, and unified. The program helps students develop as individuals and as responsible citizens in a democratic society. Students are encouraged and prepared to pursue graduate work in sociology. Aided by a location with superior resources, the program is an integral part of the overall College curriculum and of several specific degree offerings within and outside the Division of Business and Social Sciences. The program does not focus on specific career-related training but provides a solid basis for students to develop skills applicable to a wide range of employment opportunities.

The four-year curriculum leads to the Bachelor of Science degree in sociology. Candidates for this degree are required to complete a minimum of 128 semester hours.

Curriculum for a Major in Sociology, Traditional Concentration

Total hours required	36
Required courses	21
SOCI 205 Social Problems	3
SOCI 303 The Family	3
SOCI 312 Introduction to Juvenile Delinquency OR	
SOCI 402 Criminology	3
SOCI 403 Ethnic Relations	3
SOCI 405 Research Methods	3
SOCI 410 Social Theory	3
MATH 314 Statistics	3
Elective courses	15

Any 300 or 400 level sociology or anthropology course, EDUC 310 Educational Sociology, SOWK 402 Social Gerontology, or SOWK 417 Gender and Sex Roles.

NOTE: It is assumed that SOCI 203 General Sociology will be taken as a general studies requirement preparatory to pursuance of the sociology major or minor curriculum.

SOCI 205 Social Problems is a prerequisite for the following courses: SOCI 312, SOCI 402, SOCI 403, SOCI 405, SOCI 410.

Curriculum for a Major in Sociology, Criminal Justice Concentration

Total hours required	42
Required courses in sociology	18
SOCI 205 Social Problems	3
SOCI 303 The Family	3
MATH 314 Statistics	3
SOCI 403 Ethnic Relations	3
SOCI 405 Research Methods	3
SOCI 410 Social Theory	3
Required courses in criminal justice	15
SOCI 312 Introduction to Juvenile Delinquency	3
SOCI 320 The Criminal Justice System	3
SOCI 325 The Correctional Institution	3
SOCI 402 Criminology	3
SOCI 450 Internship in Criminal Justice	3
Electives in criminal justice and sociology	9

Choose any 3 of the following courses:

CJST 210 Introduction to Forensic Science	3
CJST 220 Criminal Investigation	3
CJST 230 Principles of Criminal Law and Procedures OR	
SOCI 420 The Principles of Criminal Law	3
CJST 240 Police Organization and Management OR	
SOCI 425 Police and Community Relations	3
SOCI 390 Sociology of Violence	3
SOCI 411 Social Stratifications	3
SOCI 412 Collective Behavior	3
SOWK 417 Sex and Gender Roles in Contemporary Society	3

All students transferring from or completing a two-year program at Shepherd may use all the sociology and criminal justice courses taken in the two-year program to substitute for required courses and electives in the sociology major with the criminal justice concentration. All courses transferring from other educational systems will have to be examined on a course by course basis.

Curriculum for a Minor in Sociology

Total hours required	24
Required courses	15
SOCI 205 Social Problems	3
SOCI 303 The Family	3
SOCI 312 Introduction to Juvenile Delinquency OR	
SOCI 402 Criminology	3
SOCI 403 Ethnic Relations	3
SOCI 410 Social Theory	3
Elective courses	9
Any 300 or 400 level sociology or anthropology course, EDUC 310, SOWK 402, SOWK 417, or MATH 314.	

THEATER

The theater program concentrates on providing conservatory classes in a liberal arts atmosphere. The four-year course of study, leading to a minor in theater, is designed for those students who intend to pursue professional theater careers, as well as those who may enter other fields where theater skills are desirable.

The program provides the student with a well-rounded knowledge of the art as well as the opportunity to specialize in acting. The student will learn from intensive classroom study, theory and practical application, and experience in theater productions.

The department annually produces four major productions as well as workshop performances. These productions provide practical experience for theater students and serve as a source of culture and education for the Northern Shenandoah Valley region.

Curriculum for a Minor in Theater

Total hours required	24
THEA 204 Introduction to Theater	3
THEA 205 Theater Technology	3
THEA 203 Acting I	3
THEA 309 Directing I	3
THEA 207 Theater Practice	3
(Electives: 9 hours from one of the following two areas)	
Acting/Directing	
THEA 312 Acting Studio I	3
THEA 314 Acting Studio II	3
THEA 316 Acting Studio III	3
THEA 341 History of the Theater	3
THEA 311 Directing II	3
Design/Technician	
THEA 346 Theater Design	3
THEA 340 Stage Management	3
THEA 310 Play Production	3
THEA 208 Theater Practice	3
ENGL 421 Shakespeare	3

WOMEN'S STUDIES*

Curriculum for a Minor in Women's Studies

Total hours required	21
Required courses	6
WMST 201 Introduction to Women's Studies	3
WMST 421 Women's Studies Capstone/Independent Study	3
Elective courses	15
PSYC 320 Human Sexual Behavior	3
HIST 337 History of Women in Europe	3
ENGL 355 American Ethnic Literature	3
ENGL 360 Literature and the Sexes	3
ENGL 366 Women in the Arts and Literature	3
SOWK 417 Sex and Gender in Contemporary Society	3
SOCI 303 Family	3
PSCI 411 Politics of Poverty	3
SOWK 320 Child Welfare Services	3
SOWK 402 Social Gerontology	3

*For information contact Dr. Betty Ellzey, Department of English and Modern Languages, or Dr. Anders Henriksson, Department of History.

SECTION VII

COMMUNITY AND
TECHNICAL COLLEGE

PROGRAMS OF STUDY

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COMMUNITY AND TECHNICAL COLLEGE

As an integral part of Shepherd College's comprehensive mission, the Community and Technical College serves the citizens of Berkeley, Grant, Hampshire, Hardy, Jefferson, Morgan, and Pendleton counties, providing post-secondary programs which reflect the region's specific educational, occupational, and cultural needs. The Community and Technical College provides academic/transfer and occupational/technical programs which culminate in associate's degrees. Other programs develop competency in areas fundamental to academic and occupational success, including those designed to improve skills for entry into degree programs. Also included are corollary non-credit continuing education and community service programs. Courses are scheduled at convenient and accessible times and locations throughout the service area. Registration on either a full- or part-time student basis is accepted.

ADMISSION

Anyone who has a high school diploma or a GED is eligible for admission to the Community and Technical College. A student may apply for admission to an associate's degree program or to individual courses not directed toward completion of a degree. Admission to the Community and Technical College does not assure a student of acceptance into a specific degree program. Students who have graduated from high school within the previous five-year period must submit ACT or SAT scores. Students admitted without ACT or SAT scores must take the ASSET placement examination prior to course registration. Admission requirements for degree programs are found in Section II of this *Catalog*.

To be admitted to an associate's degree program, students must follow the regular Shepherd College admission procedures. Students who do not meet the stated requirements may enroll in the Academic Foundations Program.

Those admitted to the Community and Technical College may enroll for courses as special non-degree students. Those who subsequently elect to apply credits earned as special non-degree students to a degree must meet the regular admission requirements.

Associate's Degree Programs

The academic or transfer curricula are those which constitute the first two years of a specific baccalaureate program and are designed to facilitate the transfer to and completion of the appropriate baccalaureate degree. The Associate of Arts (A.A.) or the Associate of Science (A.S.) degree is awarded for completion of an academic/transfer curriculum.

The occupational/technical curricula are designed primarily as preparation leading directly to employment. However, in some instances, the program also may be transferable to a baccalaureate program. The Associate of Applied Science (A.A.S.) or the Associate of Science (A.S.) degree is awarded for completion of these programs.

Continuing Education

In addition to undergraduate credit courses and programs, Shepherd College initiates, schedules, and evaluates programs of continuing education. In response to a specific educational need or interest, credit and non-credit instructional programs are developed and offered throughout the region for the professional and personal enrichment of service area residents.

Varied and flexible modes of scheduling and delivery characterize continuing education programs. Most non-credit activities are offered as short courses, workshops, conferences, or institutes, but are not limited exclusively to these. Scheduled at any time during the college year, all continuing education programs are supported by participant fees which vary with the program.

Participants who satisfactorily complete a non-credit continuing education activity are awarded either a certificate of recognition or continuing education units. A nationally-recognized standard, the continuing education unit (CEU) is defined as "10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction." The CEU has been designed to facilitate the accumulation and exchange of standardized information about individual participation in non-credit continuing education. A record of all CEUs earned by an individual is maintained by the College.

The College regularly participates in the Elderhostel Program. Elderhostel is an international educational program for senior citizens.

Inquiries concerning continuing education programs should be directed to the Office of the Community and Technical College, 304/876-5203.

Evening Services

To meet the needs of students who are unable to take advantage of course work offered during the daytime, Shepherd College maintains an Office of Evening Services to assist evening students in a number of ways, including academic counseling and course selection. Each semester a variety of courses are scheduled in the evening for students who wish to enroll for personal enrichment or to pursue a degree. For further information contact the Office of Academic Support Services.

Office of Academic Support Services

Through the Study Center and the Academic Foundations Program, the Office of Academic Support Services assists students in attaining those academic skills essential to college and occupational success. The Study Center provides learning assistance services to students on a one-to-one and small-group basis. Services available through the Study Center include: 1) tutoring in many academic subject areas, 2) study-skills counseling and instruction, 3) workshops in college survival skills, and 4) individualized reading assessment and skill upgrading. The Center, located in Knutti Hall 114, is equipped with instructional resources and a staff ready to help.

The Academic Foundations Program offers course work in essential skills in the areas of mathematics, composition, and college reading and study skills. Instruction in Academic Foundations courses is individually tailored to each student's particular skill profile. Successful completion of the program course work will provide a solid foundation for Shepherd College degree programs. This course work is a particularly appropriate preparation for adult students who are returning to the classroom after time in nonacademic pursuits as well as other students who wish to attend college but whose skills need further development. Prospective students are encouraged to contact the program director for more information.

South Branch Center

To serve Grant, Hampshire, Hardy, and Pendleton counties more effectively, Shepherd College has established an administrative center for off-campus instruction at Petersburg. The South Branch Center is located at 115 Virginia Ave. Currently, through this center, a student may complete all course requirements at off-campus sites for certain associate's degrees. In addition, courses are scheduled in response to special needs and interests of area residents.

BUSINESS

The curriculum for the A.A.S. degree in business consists of three components—general education courses, a business core, and an area of concentration.

General Education Requirements

General education courses		15
ENGL 101	Written English	3
ENGL 102	Written English	3
ECON 205	Principles of Macroeconomics	3
COMM 202	Fundamentals of Speech	3
MATH 154	Finite Mathematics	3

Business Core Requirements

Business core courses required		24
ACCT 201	Introductory Accounting I	3
ACCT 202	Introductory Accounting II	3
BADM 212	Business Law I	3
BADM 310	Principles of Management	3
BADM 340	Marketing	3

BADM 345	Business Communications	3
BSED 250	Introduction to Office Technology OR	
CIS 102	Microcomputer Applications	3
ECON 206	Principles of Microeconomics	3

Concentration Requirements

Accounting Concentration

The accounting concentration is a demanding program designed to prepare students for an entry-level position as an accounting clerk. It is also designed for persons planning to transfer into the bachelor's degree program in accounting at Shepherd College.

Accounting concentration	25
Required courses	16
ACCT 329 Intermediate Accounting I	3
ACCT 330 Intermediate Accounting II	3
ACCT 335 Income Tax	3
ACCT 336 Cost Accounting	3
ACCT 292 Accounting Internship	4
Select from the following	9
OFTC 205 Computerized Accounting Applications	3
OFTC 210 Microcomputer Operations	3
HIST 101 History of Civilization: Ancient World	3
HIST 102 History of Civilization: Renaissance	3
HIST 103 History of Civilization: French Revolution	3
PSYC 203 Introduction to Psychology	3
PSCI 100 Politics and Government OR	
PSCI 101 American Federal Government	3
SOCI 203 General Sociology	3
Or, with advisor consent, select other BADM courses	

Banking Concentration

The banking concentration uses the courses that the American Institute of Banking (AIB) is currently teaching at Shepherd College for academic credit. It is designed so that the students enrolled in an AIB diploma program can apply all of their college work on that diploma toward the associate's degree. The program does not include an internship as all of the students in the AIB courses are currently bank employees.

Students in the program may substitute the following AIB courses for the equivalent required course in the business core:

BADM	Shepherd Course	AIB Course
BADM 212	Business Law I	Law and Banking (Principles) or Law and Banking (Applications)
BADM 340	Marketing	Marketing for Bankers
BADM 310	Principles of Management	Bank Management
ECON 205	Principles of Macroeconomics	Economics for Bankers and
ECON 206	Principles of Microeconomics	Money and Banking
ACCT 202	Introductory Accounting II	Analyzing Financial Statements

To make these substitutions, the American Institute of Banking courses must be taught (for academic credit) through Shepherd College or at regionally-accredited institutions. These substitutions are only for the A.A.S. degree and do not apply to bachelor's degrees.

In addition to the required general education courses and the core business courses (with the above possible substitutions) the following courses are required:

Principles of Banking (AIB course)	3
AIB elective courses	6
Business Administration or AIB elective courses	16

General Business Concentration

Students who complete the general business concentration qualify for entry level positions as clerks, technicians, or assistants to managers. The program is also designed for persons planning to transfer into the baccalaureate program in business administration at Shepherd College. It is flexible in that it permits students to select from a wide range of courses.

General business concentration	25
Electives in business courses numbered above 200	21
BADM 292 Internship in Business	4

Management Concentration

Students who complete the management concentration qualify for entry-level positions in employee relations and behavioral aspects of organizations. The program is also designed for persons planning to transfer into the bachelor's program in business (management concentration) at Shepherd College.

Management concentration	25
Required courses	16
BADM 280 Business and Society	3
BADM 292 Internship in Business	1-6
BADM 311 Small Business Management	3
BADM 323 Human Resource Management	3
PSYC 321 Industrial/Organizational Psychology	3
Select from the following	9
HMRM 303 Lodging Management	3
BSRD 324 Office Administration	3
COMM 203 Introduction to Mass Communication	3
HMRM 111 Introduction to the Hospitality Industry	3
PSYC 203 Introduction to Psychology	3
RECR 140 Introduction to Leisure Studies	3
BADM 150 Introduction to Business	3
OFTC 105 Fundamentals of Business Communication	3
OFTC 205 Computerized Accounting Applications	3
Or, with advisor consent, select other BADM courses.	

Marketing Concentration

Students who complete the marketing concentration qualify for entry-level positions in retail stores and wholesaling operations. The program is also designed for persons planning to transfer into the bachelor's program in business (marketing concentration) at Shepherd College.

Marketing concentration	25
Required courses	16
BADM 280 Business and Society	3
BADM 292 Internship in Business	4
BADM 352 International Marketing	3
BADM 365 Promotional Strategy	3
PSYC 395 Consumer Behavior	3
Select from the following	9
PSYC 321 Industrial/Organizational Psychology	3
COMM 203 Introduction to Mass Communication	3
JOUR 204 Introduction to Print Journalism	3
COMM 302 Writing for the Mass Media	3
GRDS 171 Graphic Design I	3

RECR 226	Sport Promotion/Marketing/Fund Raising	3
BADM 150	Introduction to Business	3
OFTC 105	Fundamentals of Business Communication	3
OFTC 205	Computerized Accounting Applications	3
Or, with advisor consent, select other BADM courses.		

BUSINESS INFORMATION/OFFICE TECHNOLOGY

Curriculum for an Associate of Applied Science Degree in Business Information/Office Technology

The growing number of private and government offices in the Eastern Panhandle requires well-trained support staff. The business information/office technology program gives students the training they need to qualify for employment upon graduation. The office technology option prepares students for jobs as secretaries, office managers, and administrative assistants. It includes instruction in office systems technology and computer skills. The information technology option includes courses in computer information systems and various software applications. This option prepares students for positions as computer operators and specialists.

Total hours required		64-66
General education core		18
ENGL 101	Written English	3
COMM 202	Fundamentals of Speech	3
OFTC 105	Fundamentals of Business Communication	3
ECON 123	Contemporary Economics OR	
ECON 205	Principles of Macroeconomics	3
MATH 154	Finite Mathematics OR	
MATH 101	Introduction to Mathematics	3
PSYC 203	Introduction to Psychology OR	
SOCI 203	General Sociology	3
Business requirements		27
OFTC 205	Computerized Accounting Applications	3
BADM 150	Introduction to Business	3
ACCT 201	Introductory Accounting I	3
BADM 212	Business Law I	3
BSED 250	Introduction to Office Technology	3
BSED 324	Office Administration	3
BSED 329	Office Systems Software	3
BSED 380	Desktop Publishing	3
BSED 292	Internship	3
Information technology concentration requirements		19
OFTC 150	Troubleshooting	3
OFTC 210	Microcomputer Operations	3
OFTC 240	Repairing and Maintaining the IBM PC	3
OFTC 260	Local Area Networks	3
Electives (from any business courses in ACCT, BADM, BSED, CIS)		7
Office technology concentration requirements		19
BSED 104	Keyboarding II	3
BSED 201	Alphabetic Notetaking	3
BSED 320	Electronic Editing	3
OFTC 150	Troubleshooting	3
OFTC 210	Microcomputer Operations	3
Elective (from any courses in ACCT, BADM, OFTC, CIS)		4
Computing science concentration requirements		19-21
CIS 104	Introduction to Computer and Information Sciences	3
CIS 211	Computer Language Concepts	4
CIS 312	Adv. Computer Language Concepts OR	4
CIS 287	System Analysis and Design	3

Choose 9-10 hours from the following:

MATH 105	Algebra	3
CIS 312	Adv. Computer Language Concepts	4
CIS 287	System Analysis and Design	3
OFTC 260	Local Area Networks	3
OFTC 210	Microcomputer Operations	3
OFTC 150	Troubleshooting	3
OFTC 240	Repairing/Maintaining the IBM PC	3

CRIMINAL JUSTICE

Curriculum for an Associate of Applied Science Degree in Criminal Justice

The criminal justice program is designed to provide the student with a basic set of skills which will provide for successful employment in the criminal justice and law enforcement fields. The opportunities include employment on police forces, in correctional institutes, and in court systems. As this field has experienced strong growth in the past decade, it is anticipated that the need for skilled workers will only increase.

Total hours 64

Semester one

ENGL 101	Written English	3
SOCI 203	General Sociology	3
PSYC 203	Introduction to Psychology	3
CJST 200	Introduction to Criminal Justice System	3
GSPE	Choose from GSPE options	1
	Elective (from list below)	3

Semester two

ENGL 102	Written English OR	
BADM 345	Business Communications (OFTC 105 will substitute)	3
SOCI 205	Social Problems	3
PSCI 102	State and Local Government	3
MATH 314	Statistics OR	
CIS 102	Microcomputer Applications	3
COMM 202	Fundamentals of Speech	3
GSPE	Choose from GSPE options	1

Semester three

SOCI 312	Introduction to Juvenile Delinquency OR	
SOCI 402	Criminology	3
CJST 210	Introduction to Forensic Science	3
CJST 230	Principles of Criminal Law and Procedures	3
CJST 260	The Correctional System	3
GSPE	Choose from GSPE options	1
	Elective (from list below)	3

Semester four

CJST 220	Criminal Investigation	3
CJST 240	Police Organization and Management	3
GSPE	Choose from GSPE options	1
	Electives (from list below)	9

GSPE options, four from list:

GSPE 108	Body Sculpture I	1
GSPE 109	Body Sculpture II	1
GSPE 175	Weight Training for Men	1

GSPE 176	Weight Training for Women	1
GSPE 170	Volleyball	1
GSPE 139	Jogging	1
GSPE 145	Karate I	1
GSPE 146	Karate II	1
Electives		
PSCI 201	Introduction to Public Administration	3
PSCI 401	Constitutional Law: Civil Rights and Civil Liberties	3
PSYC 305	Social Psychology	3
PSYC 360	Abnormal Psychology	3
SOCI 390	Sociology of Violence	3
SOCI 407	Collective Behavior	3
SOCI 403	Ethnic Relations	3
SOCI 411	Social Stratification	3
SOWK 417	Sex and Gender in Contemporary Society	3
CJST 270	Field Experience	3

CULINARY ARTS

The culinary arts program is designed to provide the student with the knowledge and skills necessary to ensure successful employment in the industry. It is encompassing in scope and covers a wide variety of skill and knowledge topics. The topics span the full spectrum of requirements and functions of and within the industry. The student acquires a comprehensive yet basic culinary education which can be successfully applied to all levels of the food service industry. Additionally, emphasis is focused upon student development and maintenance of necessary positive attitudes and work habits leading to maximum performance effectiveness upon graduation.

The program is a cooperative effort of the Community and Technical College at Shepherd and James Rumsey Technical Institute. Graduates of the program will receive an associate's degree.

Curriculum for an Associate of Applied Science Degree in Culinary Arts

Total hours required at Shepherd for the degree		65
Shepherd College courses		48
ENGL 101	Written English	3
ENGL 102	Written English	3
COMM 202	Fundamentals of Speech	3
MATH 101	Introduction to Mathematics	3
CIS 102	Microcomputer Applications	3
HMRM 111	Introduction to the Hospitality Industry	3
HMRM 115	Safety and Sanitation in the Food Service Industry	3
HMRM 250*	Externship in Food Service	6
FACS 318	Nutrition	3
BADM 150	Introduction to Business	3
BADM 340	Marketing	3
ACCT 201	Introductory Accounting I	3
BIOL 280	Food Microbiology and Food Safety	3
HMRM 200	Culinary Language	2
GSPE	Physical Education	1
	Elective	3

*Three credits taken per semester

Total hours required at James Rumsey for degree	17
JR 100	Introduction to Culinary Arts Technology
JR 112	Stewarding/Inventory Management Systems
JR 120	Dining Room Practicum
JR 201	Classical Foundations: Stocks and Sauces
JR 206	Meat Identification

JR 208	Entremetier
JR 212	Baking Skills Development I
JR 231	Garde Mange I
JR 236	Garde Mange II
JR 242	Beverage Control Management
JR 250	Menu Design and Analysis
JR 255	Seafood Cookery and Poissonier
JR 256	Patisserie
JR 257	Catering Management Concepts
JR 258	Classical Banquet Kitchen

ELECTROMECHANICAL TECHNOLOGY

The associate's degree program in electromechanical technology is designed to provide students who desire to enter industry as electrical or electromechanical technicians, with the skills and academic foundations that will enable them to find employment and career opportunities in this rapidly growing sector of the industrial community. The program is designed to prepare individuals as industrial electricians, maintenance technicians, or technical support personnel.

Curriculum for an Associate of Science Degree in Electromechanical Technology*

Total hours required	64
Shepherd College courses	16
MATH 105, 106 Algebra and Trigonometry	6
GSCI 103 General Physical Science	4
COMM 202 Fundamentals of Speech	3
BADM 345 Business Communications	3
James Rumsey courses	48
JR 110, 111 Electrical Techniques/Electrical Theory	12
JR 112, 113 Electrical Power Theory/Elec. Control Systems	12
JR 220 Introduction to Electromechanical Technology	12
JR 225 Advanced Electromechanical Technology	12

*To receive this degree, the student must also pass the Journeyman's Examination.

ELECTRONICS TECHNOLOGY

The electronics technology program is designed to prepare students to become electronics technicians engaged in the design, fabrication, maintenance, testing, troubleshooting, and repair of electronic devices and systems. Students will obtain the mathematical, scientific, and technical expertise necessary to function in a high-technology environment. There are opportunities to specialize in computer, industrial, medical, consumer, or general electronics. The program is a cooperative effort of the Community and Technical College at Shepherd and James Rumsey Technical Institute. A sound foundation in mathematics and physical and applied sciences is offered at Shepherd College. The "hands on" technical courses are taught at James Rumsey. Academic credit will be awarded by Shepherd College for courses taken at James Rumsey. While students are at James Rumsey Technical Institute, they will be enrolled and supervised by that institution and pay its fees.

Graduates of the Associate of Science program in electronics technology will qualify for jobs in a variety of industrial and medical settings. The demand for electronics technicians is great. It is not uncommon for the associate's degree graduate to gain employment and subsequently receive employer support in seeking a baccalaureate degree.

Due to a limited number of student spaces, individuals interested in the program should make application to both institutions early in the year of intended enrollment.

Although no special requirements beyond those required for admission to the College have been defined, it is recommended that the prospective electronics technology student present substantial preparation in mathematics and science.



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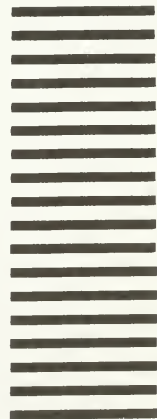
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REQUEST FOR MATERIALS
Shepherd College
Shepherdstown, W. Va. 25443-1569

Name _____ Social Security No. _____
first middle last

Mailing Address _____
street/p.o. box city state zip + 4

Telephone _____
area code number

High School/College Name _____ Address _____

Year & Semester you wish to enter Shepherd _____

I will be entering as a Freshman _____ Transfer _____ Non-degree _____ Re-Admit _____ Honors _____

Major fields of study or interest _____
(see listing in catalog of programs offered)

Extracurricular activities of interest: Athletic (name sport) _____

Debate _____ Dramatics _____ Music _____ School Publications _____

Student Government _____ Fraternities/Sororities _____ Other _____

Please send me the following materials for admissions: _____

Admission Application _____ Financial Aid _____

Viewbook _____ Other _____

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Shepherd College
Shepherdstown, W. Va. 25443-1569

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(see listing in catalog of programs offered)

Extracurricular activities of interest: Athletic (name sport) _____

Debate _____ Dramatics _____ Music _____ School Publications _____

Student Government _____ Fraternities/Sororities _____ Other _____

Please send me the following materials for admissions: _____

Admission Application _____ Financial Aid _____

Viewbook _____ Other _____

Curriculum for an Associate of Science Degree in Electronics Technology

Total hours required	64
Shepherd course work	28
MATH 105 Algebra	3
MATH 106 Trigonometry	3
GSCI 103 General Physical Science	4
COMM 202 Fundamentals of Speech	3
MUSC 111 Music Appreciation OR	
ART 103 Introduction to the Visual Arts	2
Program electives from general studies courses offered in social sciences	3
Course work from general studies or the courses listed below	10
ENGR 101 Engineering I	3
MATH 108 Precalculus	3
MATH 154 Finite Math	3
CIS 102 Microcomputer Applications	3
CIS 104 Introduction to Computer and Information Sciences	3
CIS 211 Computer Language Concepts	4
James Rumsey course work	36
JR 101 Introduction to Electronics Technology	6
JR 102 Advanced D.C. Electronics Technology	6
JR 103 Advanced A.C. Electronics Technology	6
JR 104 Advanced Digital Electronics Technology	6
JR 201 Microprocessor Technology OR	
JR 202 Consumer Product Servicing Technology	12

ENGINEERING

Engineering is the art and science of utilizing the materials and energy sources of nature for the benefit of mankind. The engineer must combine a knowledge of the mathematical and natural sciences with an awareness of the needs of human beings and human society in order to design, construct, and operate the structures, machines, and other devices used in industry and everyday life.

Such critical problems as developing new energy sources, improving the productivity of the manufacturing industry, and developing an affordable means of protecting our environment, are, for the most part, engineering problems. Society's needs in the decades ahead will demand more engineering than ever before.

The engineering program at Shepherd College is a two-year course of study designed to prepare students for transfer into the third year of a baccalaureate degree program in engineering. Shepherd's program emphasizes a strong foundation in mathematical, physical, computer, and engineering sciences, which constitute the core of all areas of engineering. Specialization in a particular engineering field (electrical, mechanical, chemical, civil) will occur upon transfer.

Students who successfully complete this program with a 2.0 average or better will be awarded an Associate of Science degree in engineering, and those who meet the admission requirements outlined below will be assured acceptance into the Bachelor of Science in engineering programs at West Virginia University and West Virginia Institute of Technology. Those students who exhibit superior performance at Shepherd may expect to be accepted into other engineering schools nationwide. Depending upon the specialty selected, a summer of study at the senior institution may be necessary to complete baccalaureate degree requirements within four years.

Admission Requirements for the Engineering Transfer Program. For admission to the engineering program, students must: 1) have completed two units in laboratory science, two units in algebra, one unit in plane geometry, and one unit in trigonometry (or advanced math), and 2) have a minimum ACT math score of 24, or, if a West Virginia resident, have a B high school average and a minimum ACT math score of 21. Students not initially meeting these requirements may be admitted to the program on an individual basis upon satisfactory completion of appropriate college courses.

Curriculum for an Associate of Science Degree in Engineering

Total hours required for the degree	66
Required courses in engineering	19
ENGR 101 Engineering I	3
ENGR 102 Engineering II	3
ENGR 221 and 222 Introduction to Electrical Engineering and Lab	4
ENGR 241 Engineering Statics	3
ENGR 242* Engineering Dynamics	3
ENGR 243* Engineering Mechanics of Materials	3
Required math and science courses	39
MATH 108 Precalculus	3
MATH 207 Calculus I	4
MATH 208 Calculus II	4
MATH 309 Calculus III	4
MATH 310 Differential Equations	4
CIS 312 **Advanced Computer Language Concepts	4
PHYS 221 General Physics	4
PHYS 222 General Physics	4
CHEM 207 and 207L General Chemistry and Lab	4
CHEM 209 and 209L General Chemistry and Lab	4
Other required courses	8
ENGL 101 Written English	3
ENGL 102 Written English	3
GSPE 1xx Physical Education Courses	2

*Students intending to major in chemical engineering should substitute CHEM 315 and CHEM 316 Organic Chemistry for two of these courses.

**ENGR 102 can serve as prerequisite in lieu of CIS 211.

FASHION MERCHANDISING

The fashion industry is dynamic, changing, exciting and demanding. The field of fashion merchandising involves all of the functions of planning, buying, and selling apparel items. Jobs in retail are available in all geographic locations at many levels of employment and degrees of responsibility. On-the-job experience combined with classroom instruction prepares individuals for positions that are challenging as well as financially rewarding. Graduates in fashion merchandising are employed at many levels, from store managers to district managers in small retail stores, chain stores, and in large department stores.

Curriculum for an Associate of Science Degree in Fashion Merchandising

Total hours required	64
ENGL 101 Written English	3
ENGL 102 Written English	3
FACS 101 Textiles	3
FACS 102 Clothing	3
FACS 215 Fashion Analysis	3
FACS 306 Interior Design	3
FACS 307 Family and Consumer Science Management	3
FACS 315 Cultural Influences on Clothing	3
FACS 403 Consumer Economics	3
FACS 450 Service Industry Externship (Fashion Merchandising)	3
ACCT 201 Introductory Accounting I	3
BADM 150 Introduction to Business	3
BADM 340 Marketing	3
BADM 345 Business Communications	3
BADM 350 Retailing	3
BADM 365 Promotional Strategy	3

CIS 102	Microcomputer Applications	3
ECON 205	Principles of Macroeconomics OR	
ECON 123	Contemporary Economics	3
Selection of three hours from the following:		3
PSYC 203	Introduction to Psychology	
SOCI 203	General Sociology	
BADM 310	Principles of Management	
BADM 395	Consumer Behavior	
	Electives	7

GENERAL STUDIES

The Associate of Arts degree in general studies is a terminal degree, but the courses taken are compatible with, and may be applied toward, most four-year degree programs.

Curriculum for an Associate of Arts Degree in General Studies

HUMANITIES—19 semester hours

MUSC 111	Introduction to Music	2
ART 103	Introduction to Visual Arts	2
ENGL 101, 102	Written English	6
ENGL 204	Survey of American Literature	3
ENGL 208	Survey of World Literature I OR	
ENGL 209	Survey of World Literature II	3
COMM 202	Fundamentals of Speech	3

LIFE OR PHYSICAL SCIENCES—8 semester hours*

Students will choose one set of courses listed below:

BIOL 101 and 102	General Biological Sciences	8
BIOL 208 and 209	Plants as Organisms and Animals as Organisms	8
CHEM 101, 101L		
CHEM 102, 102L	Chemistry in Society I and II	8
CHEM 120, 120L		
122, 122L	College Chemistry I and II	8
CHEM 207, 207L		
CHEM 209, 209L	General Chemistry I and II	8
GSCI 101, 102	Astronomy I and II	8
GSCI 103, 104	General Physical Science I and II	8
PHYS 201, 201L		
PHYS 202, 202L	College Physics I and II	8
PHYS 221, 221L,		
PHYS 222, 222L	General Physics	8

MATHEMATICS—3 semester hours

MATH 101	Introduction to Mathematics OR	3
Any three or four credit hour mathematics course numbered 106 or above except MATH 111.		

SOCIAL SCIENCES—15 semester hours

ECON 123	Contemporary Economics OR	
ECON 205	Principles of Macroeconomics **	3
HIST 101	History of Civilization: Ancient World through Medieval Period OR	
HIST 102	History of Civilization: Renaissance through French Revolution OR	
HIST 103	History of Civilization: French Revolution to Present	6
PSCI 100	Politics and Government OR	
PSCI 101	American Federal Government	3
SOCI 203	General Sociology	3

Physical Education—2 semester hours	
GSPE	General Studies Physical Education 2
Electives	17

HISTORIC PRESERVATION PROGRAM

The historic preservation certificate program provides students with an introduction and some practical hands-on skills in the field of historic preservation, an area of expertise which has grown significantly in recent years. The courses in this program are ideal for students with interests or majors in anthropology, art business administration, environmental studies, geography, history, or political science.

Curriculum for a Certificate of Completion in Historic Preservation

Total hours required for certificate	18
Required courses	12
HPRE 101	Historic Preservation in the United States 3
HPRE 102	Historic Architecture in the United States 3
HPRE 202	Historic Preservation Research Methods 3
HPRE 201	Historic Building Materials 3
Electives: Select 6 hours from courses below	6
HPRE 111	Historic Preservation Law 3
HPRE 112	Internship in Historic Preservation 3
HPRE 113	Battlefield Preservation 3
ANTH 300	Introduction to Archaeology 3
	Any 3-credit course in American history 3-6
ART 203	Survey History of Western Art 3
BADM 317	Real Estate 3
ENVS 307	Cultural Resource Management 3
ENVS 319	Land Use Planning 3
PSCI 102	State and Local Government 3

NURSING

The Associate of Science degree in nursing (A.S.) is designed to prepare the graduate to take the National Council Licensure Examination (NCLEX-RN) for registered nurses and to enter a career as a beginning practitioner of nursing. It is intended that the courses in nursing will provide the students with an awareness of the value and dignity of people and a view of the patient as an integrated, unique individual requiring nursing knowledge and skill. Relationships between health and illness, based on Maslow's hierarchy of needs and Erikson's developmental stages, will be examined; clinical skills will be developed, as well as the ability to assess, plan, implement, and evaluate nursing care in a variety of health settings. This foundation is necessary for the A.S. nurse to assume the roles of manager of care, provider of care, and member of the discipline through use of skills in critical thinking, communication, therapeutic nursing interventions, and service

Mission Statement and Goals

The mission of the Department of Nursing is to enhance the health status of the region by educating nurse generalists through the associate's and bachelor of science degree programs. Emphasis is placed on building a foundation for the pursuit of lifelong learning, personally and professionally, by providing a caring climate and student-faculty relationship that encourage the intellectual, ethical, and personal development of each student.

The goals of the A.S. program are to prepare a graduate who is able to:

1. Use the knowledge, skills, and values of professional nursing in order to influence the health of individuals and families;
2. Practice the discipline of nursing in a caring, empathetic, and culturally-sensitive manner within the scope of the ANA Standards of Practice;

3. Assume the roles of provider and manager of care in recognizing, evaluating, and responding to the health needs of the individual through critical thinking, therapeutic nursing interventions, collaboration, and effective communication;
4. As a member of the discipline, participate in personal and professional lifelong learning, value service to the community, and appreciate cultural diversity.

Accreditation

West Virginia Board of Examiners for Registered Professional Nurses

101 Dee Drive

Charleston, WV 25311

304/558-3596

National League of Nursing Accrediting Commission

61 Broadway

New York, NY 10006

800/669-1656

Admission to the A.S. Program

Students seeking admission in the Associate of Science degree program in nursing must meet the requirements for admission to Shepherd College. They must submit to the Office of Admissions:

1. The application for admission to Shepherd College.
2. Transcripts of high school work showing a grade point average of 2.5 or better, or transcripts showing previous college work with a grade point average of 2.0 or better. If the GED is taken, results must be submitted.
3. Freshman applicants must have an Enhanced ACT of 20 or a Recentered SAT score of 970 (860 on the old SAT).

After complying with these steps, the student must complete the following by February 1 and submit to the Department of Nursing office:

1. A Department of Nursing application for admission into the Associate of Science degree program in nursing.
2. A letter of reference from a person able to assess the applicant's potential success in nursing.
3. Meet with the department chair or designee for advisement. Appointment must be scheduled by the student prior to February 1.

Drug Calculation

All students entering the A.S. program must take a mandatory drug calculation exam. Students who do not achieve a passing score on the exam must enroll in and successfully complete ACFN 020 Basic Drug Calculations.

Special Requirements for Nursing Majors

1. Submission of completed health data requirement prior to July 1 following acceptance into the program;
2. Submission of yearly PPD results (or chest x-ray, if appropriate) and evidence of CPR prior to July 1 of each year;
3. Attend yearly JCAHO assembly as scheduled;
4. Adhere to the policies and procedures in the Department of Nursing Education Student Handbook;
5. Complete all course work within five years of admission into the program.

Student Nurses Association

Students enrolled in the nursing program are encouraged to be involved with their professional organization on campus.

Progression

In order to progress and to graduate, the student enrolled in the A.S. program must:

1. Receive a minimum of a C in BIOL 225, BIOL 226, BIOL 227, BIOL 228 (Anatomy and Physiology);

2. Receive a minimum of C in each nursing course;
3. Must maintain a minimum of 2.0 cumulative grade point average;
4. Must satisfy pre and co-requisite requirements as scheduled.

Ratio Clock to Credit Hour

The ratio of theory clock to credit hour is 1:1. A 2:1 ratio of clinical clock hours to credit hours is maintained. A clock hour equals 50 minutes.

Graduation

Upon successful completion of the program, graduates are eligible to sit for the NCLEX-RN exam.

Eligibility for Licensure

The nursing law of West Virginia addresses criteria for application for licensure. The West Virginia State Board of Nursing has the power to deny opportunity to procure licenses through testing if the applicant has willfully committed a felony under the laws of West Virginia. Any student entering the nursing program who has committed any illegal offenses (felony or misdemeanor) is encouraged to discuss these matters with the department chair for clarification prior to admission. Details are requested when the graduate makes application for licensure.

LPN to R.N. Track

The LPN to R.N. track permits eligible LPNs to accelerate their nursing education in the associate degree program.

Eligibility requirements include 1) graduation from an NLN-accredited LPN program, 2) current employment as an LPN in the tri-state area, 3) active LPN license, 4) application and acceptance by both Shepherd College and the A.S. program, and 5) completion of first year required non-nursing courses.

Applicants must complete admission procedures as outlined for acceptance into the A.S. program and have an official copy of the LPN transcript on file in the department prior to the February 1 interview date.

LPN to R.N. Articulation

LPNs who have met eligibility requirements may enroll in the articulation course, NURS 100 Transitions in Nursing, which is offered the summer prior to admission to the second year. Successful completion of the course awards the LPN 18 credits for NURS 101, 102, 103, 104, 106, and 108. Students progress to second semester nursing courses when the previously required prerequisite course has been satisfied.

LPN Challenge for Acceleration

Enrolled students in the A.S. program who have current experience working in a specialized area are eligible for the LPN Challenge for Acceleration. A written recommendation from a supervisor of a specialized area is required stating a satisfactory level of performance and at least 12 month full-time employment in the last three years.

Challenge courses are NURS 201 and 203 Introduction to Unmet Needs (Psych/Mental Health) and NURS 205 and 207 Selected Unmet Needs I (Med/Surg).

To be eligible, students must make a written request to the challenge exam at least eight weeks prior to the beginning of the course. The supervisor's recommendation must be received prior to taking the challenge exam. Proficiency in a specialized area is measured using a standardized test. Performance on the test will be discussed with each applicant. Students must pay \$25 per credit to have a course placed on their transcript.

LPNs may choose to enroll as generic students in the A.S. program without participating in the articulation program.

Curriculum for an Associate of Science Degree in Nursing

Total hours required for the degree	73
Total nursing hours	42
Related required courses	28
Elective	3

First semester

NURS 101*	Basic Needs	4
NURS 103*	Clinical Nursing	4
CHEM 120	College Chemistry	3
CHEM 120L	College Chemistry Lab	1
BIOL 225	Human Anatomy and Physiology	3
BIOL 227	Human Anatomy and Physiology Lab	1
ENGL 101	Written English	3

Second semester

NURS 102*	Needs from Birth through Adolescence	2
NURS 104*	Clinical Nursing	3
NURS 106*	Health Care Needs of Women	2
NURS 108*	Clinical Nursing	3
BIOL 226	Human Anatomy and Physiology	3
BIOL 228	Human Anatomy and Physiology Lab	1
EDUC 300	Human Growth and Development	3
PSYC 203	Introduction to Psychology	3

NURS 100**	Transitions in Nursing (LPN to R.N. only)	4
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Third semester

NURS 220	Trends in Nursing	2
NURS 201†	Introduction to Unmet Needs	2
NURS 203†	Clinical Nursing	3
NURS 205†	Selected Unmet Needs I	2
NURS 207†	Clinical Nursing	3
BIOL 302	Microbiology	4

Fourth semester

NURS 202	Selected Unmet Needs II	3
NURS 204	Clinical Nursing	3
NURS 206	Selected Unmet Needs III	3
NURS 208	Clinical Nursing	3
SOCI 203	General Sociology	3
	Elective	3

*Denotes courses awarded credit through NURS 100 for qualified LPNs.

**Course offered only to LPN to R.N. track students.

†Qualified LPN to R.N. students may opt to test out of NURS 201, 203, 205, and 207 depending on work experience.

OCCUPATIONAL DEVELOPMENT**Dependent Care**

There is a growing need in the United States for child care and elder care in private homes and at centers. Some employers are making a collaborative effort to provide dependent care for their employees by establishing centers or expanding existing ones. The demand for a dependent care career should increase in the future as the baby boom generation ages and assumes the responsibility of providing care for their elderly parents and as more young mothers pursue employment outside the home.

Job opportunities for this degree include employment in retirement communities, adult day care centers, senior centers, adult congregate living facilities, employer and community child care facilities, and in individual homes.

Curriculum for an Associate of Applied Science Degree in Dependent Care

Total required for degree	64
Required general studies	15
ENGL 101 Written English	3
ENGL 102 Written English	3
COMM 202 Fundamentals of Speech	3
SOCI 203 General Sociology	3
MATH 101 Introduction to Mathematics	3
Common core to both specialties	18
CIS 102 Microcomputer Applications	3
BADM 212 Business Law I	3
HLTH 225* First Aid/CPR	3
FACS 318 Nutrition	3
FACS 300 Marriage Relations	3
FACS 202 Food and Meal Management	3
Electives	7
Child care concentration	24
FACS 304 Child Development	3
EDUC 314 Foundations of Early Education	3
EDUC 334 Instructional Strategies in Early Education	3
EDUC 360 Survey of Exceptional Children	3
FACS 310 Parents and Children through the Lifespan	3
FACS 403 Consumer Economics OR	
FACS 307 Family and Consumer Sciences Management	3
Supervised work-based learning	
FACS 220 Clinical Experience in In-Home Child Care	3
EDUC 336 Clinical Experience in Early Education	3
*Proof of First Aid/CPR certification allows a choice of a different course.	
Elder care concentration	24
HLTH 200 Health and Wellness	3
SOWK 402 Social Gerontology OR	
RECR 440 Late Adulthood Issues	3
FACS 225 Geriatric Nursing Assistant	5
RECR 335 Leisure for the Aging	3
FACS 310 Parents and Children through the Lifespan	3
FACS 403 Consumer Economics OR	
FACS 307 Family and Consumer Sciences Management	3
Elder care supervised work-based learning	
FACS 230 Field Experience in Nursing Home	2
FACS 235 Field Experience in Geriatric Care	2
NOTE: EDUC 314, EDUC 334, and EDUC 336 are offered on a three-semester rotation.	

Early Childhood Specialist

This program is designed to provide well-trained child care providers and teachers in child care centers. To be eligible, students must complete the Apprenticeship for Child Development Specialist (ACDS) program, a collaborative project sponsored by the United States Department of Labor, West Virginia Bureau of Apprenticeship and Training, the West Virginia Department of Education, River Valley Child Development Services, child care centers, Head Start programs and county vocational schools in several locations in West Virginia. Child care centers that ar

interested in enrolling staff members in the apprenticeship program may contact the director at Shepherd College at 304/876-5256.

Apprentices must complete four semesters of course work and related assignments. Instructors in the apprenticeship program must have degrees in child development, early education, or a related field.

Curriculum for an Associate of Applied Science Degree in Early Childhood Specialization

Total hours required for the degree	64
General studies courses	19
ENGL 101 *Written English	3
ENGL 102 Written English OR	
BADM 345 Business Communications	3
COMM 202 Fundamentals of Speech	3
MATH 101 *Introduction to Mathematics	3
CHEM 100 Chemical Science OR	
BIOL 100 Life Science for Elementary Teachers	4
Elective from the following courses, 3 hours: HIST 101, 102, 103; ECON 123, 205; PSCI 100, 101; SOCI 203; CIS 102; EDUC 209.	

* Depending on a student's placement scores, Academic Foundations courses may be needed before these courses.

Early education courses	15
FACS 304 Child Development	3
EDUC 314 Foundations of Early Education	3
EDUC 334 Instructional Strategies in Early Education	3
EDUC 336 Clinical Experiences in Early Education	3
Elective from the following courses, 3 hours:	
FACS 310 Parents and Children through the Lifespan	3
FACS 300 Marriage Relations	3
SOCI 303 The Family	3
FACS 307 Family and Consumer Sciences Management	3
FACS 318 Nutrition	3
Apprenticeship for child development specialist classes	33
APTR 101 ACDS: Introductory Child Development	5
APTR 102 ACDS: Planning for the Whole Child	5
APTR 103 ACDS: Facilitation of Learning	5
APTR 104 Becoming Independent	5
APTR 105 ACDS: Supervised Work Experience	13

Note: ACDS stands for Apprenticeship for Child Development Specialist

NOTE: EDUC 314, EDUC 334, and EDUC 336 are offered on a three-semester rotation.

PARALEGAL STUDIES

Curriculum for an Associate of Applied Science Degree in Paralegal Studies

The associate's degree in paralegal studies is a program designed to provide students with a balance between theory and practice, enabling graduates to step immediately into opportunities in this growing area of the legal community. The program is designed to prepare individuals for employment at all levels of the law—administration, trial, appellate, and government.

Total hours required	64
ENGL 101 Written English	3
CIS 102 Microcomputer Applications	3
PARA 101 Legal Research and Writing I	4
PARA 110 Legal Assisting	3
MATH 111 Mathematics of Finance OR	
ACCT 201 Introductory Accounting I	3
ENGL 102 Written English	3

ECON 123	Contemporary Economics OR	
ECON 205	Principles of Macroeconomics	3
PARA 102	Legal Research and Writing II	4
PARA 120	General Law	3
SOCI 203	General Sociology OR	
PSYC 203	Introduction to Psychology	3
COMM 202	Fundamentals of Speech	3
PARA 210	Law of Domestic Relations	3
PARA 220	Civil Litigation and Procedure	4
PARA 240	Administrative Law	3
	Elective*	3
PARA 250	Criminal Litigation and Procedure	4
PARA 260	Business Law and Contracts	3
PARA 270	Real Estate Law/Wills and Estates	3
	Elective*	3
PARA 292	Internship OR	
	Elective*	1-6
*Electives:		
PARA 235	Torts/Causes of Action	3
PARA 230	Evidence	3
	Or CJST electives with approval of advisor.	

SAFETY TECHNOLOGY

The safety technology curriculum is designed to prepare individuals to provide leadership in safety technology in the community and workplace. The fire service option offers training in community and industrial fire prevention and suppression and in industrial safety. The occupational safety and health option provides training in occupational safety and health, including current OSHA standards and basic management skills. The emergency medical services option provides the current U.S. Department of Transportation National Standard Training Curriculum for EMT-Paramedics. Course offerings are scheduled to encourage part-time student participation. Taught by professionals in the field, the courses make use of the variety of facilities available in the region. Policies and procedures for the program include the following:

1. SAFT prefix courses are normally offered in the evenings and Saturdays each semester. Students must plan their schedules carefully if they wish to complete all requirements in two years.
2. At the discretion of the program advisor, another SAFT prefix course may be substituted for a required SAFT prefix course.
3. SAFT 110 and 111 Introduction to Fire Service I and II are rarely offered because virtually all students who enter the program have completed sections 1, 2, and 3 of the Basic Firemanship Course, for which Shepherd College grants academic credit. A certificate or letter, signed by the trainer or supervisor and indicating that the training was completed successfully, must be sent directly to the safety technology advisor at Shepherd College.
4. For the SAFT 280 Practicum, a letter of agreement must be sent to the safety technology advisor by the on-site supervisor. The letter should state that the supervisor gives permission for the student to observe the appropriate activities and agrees to sign and thereby certify the accuracy of the student's log. The student must accumulate at least 30 hours on actual calls and must log all activity, stating start and stop times for a call and the nature of the call. The log is to be submitted for evaluation to the student's Shepherd College advisor. Each Practicum must be for different areas in fire service. For example, safety inspections, ambulance service, and fire service are considered different areas.

5. Credit for SAFT 250 may be granted if the student has EMT certification (standard 110 hour program). A transcript or similar document signed by an authorized person must be sent directly to the safety technology advisor.
6. Application to the Emergency Medical Technology-Paramedic program must be made to the EMS coordinator of the Community and Technical College and a screening process must be completed. SAFT 250 EMT must be completed before a student can take SAFT 270 EMT-Paramedic.
7. Credit for the EMT-P courses SAFT 270 through SAFT 274 will be granted by Shepherd College if a student enrolled in the safety technology program submits proof that he or she passed the National Registry Examination for Emergency Medical Technology-Paramedic.

Out of Class Requirements:

In addition to the academic requirements for successful completion of the program and to maintain a high level of awareness to changes within the professional career fields, students in occupational safety and health and fire services options will become members of the American Society of Safety Engineers and will complete the following:

1. It is required that each student become an active member in the Blue Ridge Student Section of the American Society of Safety Engineers located on campus.
2. It is required that each student attend at least 50 percent of the student section meetings.
3. Students will be expected to contribute at least 25 hours in at least one service project sponsored by the student section.
4. Students will be expected to attend at least one local, regional, or national professional development conference sponsored by the American Society of Safety Engineers before graduation.

Membership and active participation in the student section will offer students unlimited professional growth opportunities, provide networking opportunities with practicing safety and health professionals, and better prepare them to assume positions of responsibility in business or industry.

Curriculum for an Associate of Science Degree in Safety Technology

Total hours required for the degree	65
Required core	32
SAFT 115 Life Safety Code	3
SAFT 203 Emergency and Rescue Operations	3
BADM 150 Introduction to Business	3
CIS 102 Microcomputer Applications	3
PSYC 203 Introduction to Psychology	3
ENGL 101 Written English (by placement)	3
COMM 202 Fundamentals of Speech	3
SOCI 203 General Sociology	3
CHEM 101, 101L Chemistry in Society	8
Choose one option:	
Fire service concentration	33
SAFT 102 Introduction to Fire Prevention	3
SAFT 110 Introduction to Fire Service I	2
SAFT 111 Introduction to Fire Service II	4
SAFT 113 General Physical Science for Safety Technology	3
SAFT 201 Structural Design and Building Codes	3
SAFT 202 Flammable and Explosive Materials	3
SAFT 204 Fire Prevention Inspections	3
SAFT 212 Toxic, Corrosive, and Radioactive Materials	3
SAFT 250 EMT	5
SAFT 251 Fire Department Occupational Safety and Health	3
SAFT 280 Practicum I	1

Occupational safety and health concentration	33
SAFT 113 General Physical Science for Safety Technology	3
SAFT 150 Introduction to Occupational Safety and Health	3
SAFT 220 Safety Management I	3
SAFT 221 Safety Management II	3
SAFT 292 Internship in Occupational Safety and Health	3
SAFT 240 Industrial Fire Brigades	3
BADM 310 Principles of Management	3
PSYC 321 Industrial/Organizational Psychology	3
MATH 105 Algebra (by placement)	3
SAFT Electives	6

EMS concentration (prior approval required)..... 33

SAFT 250 EMT	5
SAFT 270 EMT-Paramedic I	8
SAFT 271 EMT-P Practicum I	2
SAFT 272 EMT-Paramedic II	8
SAFT 273 EMT-P Practicum II	2
SAFT 274 EMS Field Internship	1
SAFT 275 Issues in EMS	1
BIOL 225, 226 Human Anatomy and Physiology	6

NOTE: The student must work closely with a Shepherd College advisor to ensure completion of a program in two years. The SAFT prefix courses are offered every other year and only during evenings or weekends. Most of the remaining courses are offered in the evening only every other year; daytime sections are usually available each year. Students who do not meet specific standards will take developmental courses in English and mathematics. SAFT 110 and 111 Introduction to Fire Service I and II are offered only when needed; most students will substitute Basic Firemanship sections 1, 2, and 3 through the West Virginia State Fire Commission (or the equivalent in another state). SAFT 250 is usually offered off-campus and as needed through third party contract. EMT-P courses are offered each year and application for the EMT-P courses must be made to the EMS coordinator of the Community and Technical College.

VISUAL COMMUNICATIONS

Within the Art Department, the visual communications program works toward developing the student's technical and creative skills. In the first year students are enrolled in a Foundations of Design course that provides a basis for creative development in their work. Each student is also enrolled in the introductory course in their selected areas of interest that provides an overview of the variety of tools available to the student. This comprehensive beginning is then followed by courses that look in depth at selected tools of the designer, photographer, or fine artist. The options range from computer software, advance color or darkroom work to digital printing.

Several courses concentrate on client-base type of projects through which the students learn to combine and improve their various skills and interests while working with a real client.

Curriculum for an Associate of Arts Degree in Visual Communications

Total semester hours required	65
Art core	22
ART 140 Foundations of Design I	3
ART 170 Foundations of Design II	3
ART 203 Survey History of Western Art	3
ART 204 Contemporary Art	3
ART 208 Portfolio Development	1

Core electives. Select 3 courses (9 hours). To be discussed with advisor.

ART 115	Drawing I	3
ART 260	Printmaking I	3
PHOT 281	Black and White Photography I	3
ART 230	Painting I	3
GRDS 171	Graphic Design I	3
ART 250	Sculpture I	3
General education core		25
ENGL 101	Written English	3
ENGL 102	Written English	3
COMM 202	Fundamentals of Speech	3
ART 104	Introduction to the Visual Arts	3
	General Studies	13

Choose one option. Take 18 credit hours from one concentration.

Photography concentration		18
PHOT 383	Color Photography I	3
PHOT 485	Color Photography II	3
PHOT 380	History of Photography	3
PHOT 281	Black and White Photography I	3
PHOT 282	Black and White Photography II	3
PHOT 385	Computer Digital Imagery I	3
Graphic design concentration		18
ART 115	Drawing I	3
GRDS 171	Graphic Design I	3
GRDS 274	Graphic Design II	3
GRDS 276	Introduction to Computer Applications	3
GRDS 373	Digital Printing Technologies	3
GRDS 374	Typography	3
Studio art concentration		18
ART 115	Drawing I	3
ART 260	Printmaking I	3
ART 230	Painting I	3
ART 215	Drawing II	3
	Studio Electives	6

COURSE NUMBERING SYSTEM

The unit of credit is the semester hour. Some courses are not offered every semester.

Courses numbered 001-099 are not for degree credit

Courses numbered 100-199 are normally for freshmen

Courses numbered 200-299 are normally for sophomores

Courses numbered 300-399 are normally for juniors

Courses numbered 400-499 are normally for seniors

DISCIPLINE NUMBER SYSTEM

Courses in the various disciplines can be identified by the appropriate prefix numbers as listed below:

New Prefix	Old Prefix	New Prefix	Old Prefix
ACFN	Academic Foundations	RELG	68 Religion
ACCT	10 Accounting	COMM	69 Communications
BADM	11 Business Administration	WASH	70 Washington Semester
BGMT	11 Business Administration	HIST	71 History
ECON	12 Economics	PSCI	72 Political Science
BSED	13 Business Education	SOCI	73 Sociology
CPIS	14 Computer Programming and Information Systems	GEOG	74 Geography
EDUC	21 Education	SOWK	75 Social Work
PSYC	22 Psychology	PHIL	76 Philosophy
EDDB	24 Education for the Deaf and Blind	ANTH	77 Anthropology
FACS	25 Family and Consumer Sciences	APSC	80 Applied Science
HMRM	26 Hotel-Motel and Restaurant Management	BIOL	81 Biology
APMU	31 Private Applied Music and Ensembles	CHEM	82 Chemistry
MUSC	32 Music	PHYS	83 Physics
ART	33 Art	GSCI	84 General Science
GRDS	34 Graphic Design	MATH	85 Mathematics
PHOT	35 Photography	NURS	86 Nursing
THEA	37 Theater	SAFT	88 Safety Technology
HLTH	41 Health Education	ENGR	89 Engineering
PHED	43 Physical Education	COMP	95 Computer Sci. Theory
ATHC	44 Athletic Coaching	APTR	Apprenticeship Training
RECR	45 Recreation	ARCH	Archaeology
GSPE	49 General Studies Physical Education	ARED	Art Education
ENGL	60 English	BHAV	Behavioral Health Technology
ENGL	61 Literature	CIS	Computer and Info Sciences
JOUR	62 Journalism	CJST	Criminal Justice Studies
LBSC	63 Library Science	CMTC	Community and Tech College
FREN	64 French	COMP	Computer Science Theory
GERM	65 German	ENV	Environmental Studies
RUSS	66 Russian	HPRE	Historic Preservation
SPAN	67 Spanish	MUAP	Applied Music
		MUEN	Music Ensembles
		OFTC	Office Technology
		ORIE	Orientation
		PARA	Paralegal Studies
		WMST	Women's Studies

SECTION VIII

COURSES OF INSTRUCTION

ACADEMIC FOUNDATIONS

The credit hours for these courses apply toward hours needed to qualify as a full-time student but do not count toward fulfilling graduation requirements. The grade earned does not count in the grade point average.

ACFN 010. INTRODUCTION TO CRITICAL COMPOSITION (3)

Students will be introduced to composition which involves critical analysis of reading material, forming of hypotheses, and construction of intelligent, coherent, full-length essays. Mechanical issues such as grammar, punctuation, and spelling will be addressed primarily on an individual basis as students are encouraged, with assistance, to recognize their own strengths and weaknesses. Several workshop sessions will be held. Grading is pass/fail only.

ACFN 020. BASIC DRUG CALCULATIONS (3)

Develops skills to solve typical computational problems encountered in nursing practice. Operations of arithmetic (addition, subtraction, multiplication, and division) including fractions and decimals, ratio, proportion, introduction to algebraic notation, and the metric system. Examines units in the household and apothecary systems; dosage conversion among these systems; intravenous calculations. Optional units include powders and crystals, solutions, and children's dosages. Enrollment other than audit not permitted unless recommended by the appropriate Academic Support Services or nursing personnel.

ACFN 050. CONSUMER MATHEMATICS (1)

Develops problem-solving skills to deal with consumer topics. Topics include interest and saving account computations, maturity values, commissions, markups, discounts, payroll deductions, tax forms, comparison shopping, credit costs, income and expenditures to budgets, and interpretations of tables and charts. Enrollment other than audit permitted only if advised by the appropriate Academic Support Services personnel. Prerequisite or corequisite ACFN 060 or permission of instructor.

ACFN 060. BASIC MATHEMATICS (3)

This course examines the operation of arithmetic (addition, subtraction, multiplication, and division) applied to whole numbers, fractions, and decimal numbers. Ratios, proportions, percents, metric system of measurement, and statistics will be studied. The course is an introduction to geometric concepts including basic definitions, properties of circles and triangles, perimeters and areas of polygons, volumes of solids, and the Pythagorean Theorem. Enrollment other than audit is not permitted if the student has successfully completed any other mathematics course, unless recommended by the appropriate Academic Support Services personnel.

ACFN 070. PRE-ALGEBRA (3)

This is the first part of a two-semester developmental course which builds basic skills in algebra. In the course, which includes real number systems, students will solve equations, solve literal equations for a variable, solve and graph inequalities, solve and graph equations with two variables, and solve word problems using one and two variables. Enrollment other than audit is

not permitted if the student has successfully completed any higher-numbers mathematics course unless recommended by the appropriate Academic Support Services personnel. Prerequisites: ACFN 060 or placement score.

ACFN 080. BASIC ALGEBRA (3)

This is the second part of a two-semester developmental course to further skills in algebra. Includes manipulation with integral exponents; addition, subtraction, multiplication, and division of polynomials and rational expressions; quadratic equations; addition, subtraction, multiplication, and simplification of radical expressions; and scientific notation. Enrollment other than audit is not permitted if the student has successfully completed any higher-numbered mathematics course, unless recommended by the appropriate Academic Support Services personnel. Prerequisites: ACFN 060 or ACFN 070 or placement score.

ACFN 089. JTPA ORIENTATION (1)

This course is required for all Job Training Partnership Act (JTPA) students who are in the electronics technology program. Students will provide the JTPA office with necessary documentation of class participation, attend JTPA workshops and seminars throughout the semester, and maintain JTPA eligibility as required by the Bureau of Employment Programs and the Shepherd College JTPA Office. Grading is pass/fail only. Prerequisite: Permission of the JTPA Office.

ACFN 090. INTERMEDIATE ALGEBRA (3)

A developmental course to build skills in basic techniques of algebra. Includes introduction to the rational and real number systems; evaluating algebraic expressions for given numerical values; solving and graphing solutions of equations in one and two variables; adding, subtracting, multiplying, and dividing polynomials and rational functions; solving quadratic equations; manipulations with integral exponents. These techniques will be used to solve practical problems. Enrollment other than audit is not permitted if the student has successfully completed any higher-numbered mathematics course, unless recommended by the appropriate Academic Support Services personnel. Prerequisite: ACFN 060 or satisfactory placement score.

ACFN 095. DEVELOPING COLLEGE READING AND STUDY SKILLS (3)

The course will provide opportunity to develop and improve basic reading necessary to do college-level work. Emphasis will be on vocabulary development, comprehension, interpretation, and evaluation.

ACFN 096. COLLEGE STUDY SKILLS (2)

The course will provide a systematic exposure to successful study skills for college, such as organizational skills, note-taking skills, test-taking skills, and library skills. The course will expose students to those Shepherd College services and resources which will assist the individual student in achieving academic goals.

ACCOUNTING

ACCT 201. INTRODUCTORY ACCOUNTING I (3)

Fundamentals of accounting including basic accounting models, inventory methods, classified statements, negotiable instruments, internal control, accounting for property and equipment, and special journals in conjunction with sole proprietorships.

ACCT 202. INTRODUCTORY ACCOUNTING II (3)

Study of the basic structure of partnerships and corporations, manufacturing accounting, analysis of financial statements, and an introduction to cost accounting. Prerequisite: ACCT 201.

ACCT 292. INTERNSHIP IN ACCOUNTING (1-3)

A form of independent study which integrates classroom study with supervised work experience. The primary focus is upon the experience and skills learned. Internships generally last no longer than a semester. Interns are not employees of the sponsoring company. Prerequisite: ACCT 202.

ACCT 305. MANAGERIAL ACCOUNTING (3)

Techniques of interpreting accounting, financial, and statistical data for use in management decision-making. Topics include financial reporting for internal and external use; measurement and interpretation of cost data; capital budgeting; budgets as a means of management control; and financial statement analysis. Prerequisite: ACCT 202.

ACCT 329. INTERMEDIATE ACCOUNTING I (3)

An in-depth study of the principles, concepts and theory underlying published financial statements. Emphasis is placed upon the components of these statements and the limitations involved in their preparation. Prerequisite: ACCT 202.

ACCT 330. INTERMEDIATE ACCOUNTING II (3)

A continued in-depth study of published financial statements. Emphasis is placed upon principles and pronouncements established by authoritative bodies as it applies to equity accounts, tax allocation, inflation accounting, accounting changes, and correction of errors. Prerequisite: ACCT 329.

ACCT 331. INTERMEDIATE ACCOUNTING III (3)

A continued in-depth study of financial reporting issues including, but not limited to, long-term requirements in accounting for pensions and leases, cash flows, financial statement analysis, reporting changes and inflation effects. Prerequisite: ACCT 330.

ACCT 335. INCOME TAX (3)

A study of the Internal Revenue Code and regulations relating to individuals, partnerships, and corporations. Prerequisite: ACCT 202.

ACCT 336. COST ACCOUNTING (3)

The economic, industrial engineering, and managerial aspects of cost accounting including process, job order, and standard cost systems. Prerequisites: ACCT 202 and BADM 224.

ACCT 392. COOPERATIVE EDUCATION IN ACCOUNTING (1-6)

A form of independent study which integrates classroom study with paid, planned, and supervised work experience in the public and private sectors. Students are exposed to the reality of the work world beyond the boundaries of the campus, enhancing their self-confidence and career direction. Co-op students are employees of the sponsoring company and earn a salary and college credit. Generally, sponsoring employers seek upperclassmen with knowledge and background in the discipline. Maximum of three credit hours may be used as accounting elective credit by majors only. Prerequisite: ACCT 329.

ACCT 401. COMPUTER-BASED ACCOUNTING (3)

This course employs general purpose accounting software and requires the student to design, implement, and utilize an accounting system. Prerequisite: ACCT 331, 335.

ACCT 402. AUDITING (3)

Concepts, objectives, standards, procedures, and techniques relating to the performance of the audit. Emphasis on decisions which involve judgment that are important to final reporting. Prerequisite: ACCT 331.

ACCT 403. FUND ACCOUNTING (3)

Application of accounting principles to various funds of governmental and institutional units. Special emphasis placed upon budgetary accounting and its potential usefulness in planning and controlling revenues and expenditures. Prerequisite: ACCT 329.

ACCT 406. ADVANCED ACCOUNTING (3)

Current theories and procedures relating to partnerships and consolidated statements. Prerequisite: ACCT 331.

ACCT 408. AUDITING II (3)

This course is designed to address advanced technical concepts and current topical issues on auditing. It will also build upon concepts learned in Auditing I utilizing in-depth case studies and applications. Prerequisite: ACCT 402.

ACCT 410. ACCOUNTING THEORY (3)

Contemporary financial accounting issues as reflected in pronouncements of leading professional research and policy organizations such as the Financial Accounting Standards Board and the American Institute of Certified Public Accountants. A frame of reference for assimilating and evaluating the historical foundation of the basic accounting theories and concepts as they appear in the current accounting standards. Prerequisite: ACCT 331.

ACCT 435. INCOME TAX II (3)

An in-depth study of the Internal Revenue Code as it relates to C-corporations, S-corporations, partnerships, estates and trusts. Prerequisite: ACCT 335.

ANTHROPOLOGY

ANTH 225. INTRODUCTION TO MUSEUM STUDIES (3)

Survey of the history, philosophy, and management of museums including curatorship and public interpretation. Basic examination of the principles of museum exhibit design as well as aspects of exhibit preparation will be emphasized. This course will be essential to students interested in cultural resources in such agencies as the National Park Service.

ANTH 300. INTRODUCTION TO ARCHAEOLOGY (3)

Course surveys the history, theory, and methodology of archaeology as a subdiscipline of anthropology. Field skills necessary; the scientific collection of data on past cultures will be discussed as well as topics in prehistoric, historic, industrial, and underwater subareas.

ANTH 314. GENERAL ANTHROPOLOGY (3)

A general survey of the origins of humans and the development of prehistoric cultures.

ANTH 315. CULTURAL ANTHROPOLOGY (3)

A study of primitive cultures with respect to range and variability of human behavior. Presented to show the continuity of social life from basic human beginnings to present-day civilization.

ANTH 345. ARCHAEOLOGICAL FIELD METHODS AND LAB (4)

A study of theories, methods, and techniques of archaeology as applied to analysis of environmental impacts on historic and prehistoric sites. This includes the use of social scientific techniques for mitigating the impacts of planned changes to the physical or cultural environment such as site survey, excavation techniques, laboratory techniques, and artifact analysis. This course will provide valuable knowledge on the techniques of data collection used in the study of cultural groups, with these techniques applied to environmental impact statements, urban planning, and resource management. This is predominantly a field-based and laboratory-based course.

ANTH 370 AMERICAN ARCHITECTURAL HERITAGE (3)

The role of American architecture as a cultural resource worthy of study and preservation is the focus of this course. Styles and periods of architecture, the consideration of architectural resources in planning and environmental education, and the reflection of American culture in the built environment will be discussed. This course will serve as an elective in cultural resource management and will be essential for students with an interest in urban planning or park administration.

ANTH 380 HISTORICAL ARCHAEOLOGY AND LAB (4)

This course will focus on the archaeology of North America, emphasizing the methods of historical archaeology. This course will include laboratory procedures for the processing of

identification, analysis, and conservation of historic period artifacts. The evolution of American culture from colonial to recent industrial society will be investigated. This course is essential for students interested in the management of historical parks and sites as well as students who plan to assist in field work and analysis necessary for environmental impact statements.

ANTH 390. NATIVE AMERICAN ETHNOGRAPHY (3)

A survey of traditional Native American cultures in North America. This course will cover aspects of Upper Paleolithic migrations into the New World, prehistoric developments, and the ethnography and ethnology of traditional and contemporary cultures. Prerequisite: SOCI 203.

APPRENTICESHIP

APTR 101. ACDS: INTRODUCTORY CHILD DEVELOPMENT I (5)

This basic course is an overview of the "pieces" of development in young children, including emotional, social, mental, and physical development. The focus is on the relationship between stages of growth in separate areas of development and the activities which promote development.

APTR 102. ACDS: PLANNING FOR THE WHOLE CHILD (5)

This course is a continuation of the study of child development, but in contrast to the first semester, will look at the child as a whole. The focus will be on the integration within the child of the different areas of development. Typical behavior exhibited as a child progresses through stages and the unique characteristics of individual children will be analyzed. Planning appropriate curriculum according to developmental level will be emphasized. Health and safety issues that arise when children reach new levels of ability will be explored.

APTR 103. ACDS: FACILITATION OF LEARNING (5)

This course emphasizes the role of the teacher in fostering optimum development through a.) positive interactions with children, b.) effective individual and group management techniques, c.) appropriate classroom design, and d.) curriculum planning. An understanding of discipline as the development of self control will be emphasized.

APTR 104. ACDS: BECOMING INDEPENDENT (5)

This course will assist the apprentice in managing and administering a quality environment for young children. Problem solving about concerns that arise in daily operation will be practiced.

APTR 105. APPRENTICESHIP IN CHILD DEVELOPMENT I (13)

This course provides the apprentice with 4,000 hours of supervised on-the-job training in participating child care programs. Formal instruction is integrated with direct experience in early education settings where apprentices reflect and critically analyze their experiences. A portfolio is used to document the apprentice's learning/work throughout the apprenticeship program.

APPLIED SCIENCE

APSC 301. WILDLIFE MANAGEMENT (3)

An overview of the history of human's relationship to wild animal life. Examines the principles underlying present scientific management practices; objectives of management of game, non-game, and threatened species; and the roles of individuals and private and governmental organizations related to wild animals. Prerequisites: One year of biology.

APSC 302. FORESTRY (3)

The historic and present day relationship of humans to plants on wild lands. Examines the scientific principles underlying proper use of forest and range lands; wood, forage, and water production; fire, pests, and forest management; recreation and wild land management; and the roles of individuals and private and governmental organizations related to wild lands. Prerequisites: One year of biology.

ART

(Also see Graphic Design and Photography/Computer Imagery)

ART 103. INTRODUCTION TO THE VISUAL ARTS (2)

An introductory course, required of all students, designed to give insight into the nature of the visual arts and their relationship to contemporary life. Includes a study of the language and functions of painting, sculpture, and architecture. The development of styles, aesthetic principles, and the ideas of art are surveyed.

ART 104. INTRODUCTION TO THE VISUAL ARTS (3)

An introductory course for all art majors and art minors designed to give insight into the nature and vocabulary of the visual arts and their relationship to contemporary life. Includes a study of the visual and verbal language of the artist. The processes of painting, printmaking, photography, sculpture, and architecture; the development of styles, aesthetic principles, and the ideas of art are surveyed.

ART 115. DRAWING I (3)

An introductory course for development of basic drawing skills and practice in the use of various drawing materials. Observation, memory training, and composition are stressed to give the student a wide experience and solid base in the art of drawing.

ART 140. FOUNDATIONS OF DESIGN I (3)

An introductory course which examines the concepts and nature of visual image making. The fundamental skills and knowledge of two- and three-dimensional design as related to the visual arts are explored.

ART 170. FOUNDATIONS OF DESIGN II (3)

A continuation of ART 140 with a more extensive examination of the concepts and nature of visual image making. The fundamental skills and knowledge of two- and three-dimensional design as related to the visual arts are explored in further depth. Prerequisite: ART 140.

ART 203. SURVEY HISTORY OF WESTERN ART (3)

A historical survey of the major developments in architecture, sculpture, and painting of the Western world from prehistoric times to the Impressionists. Prerequisite: ART 103 or ART 104.

ART 204. CONTEMPORARY ART (3)

An in-depth investigation of the visual arts of the 19th and 20th centuries. A study is made of the history and philosophy of the various movements, their origins and growth, and the relationship of their development to contemporary culture and thought. Prerequisite: ART 203.

ART 208. PORTFOLIO DEVELOPMENT (1)

An entry level prerequisite or corequisite course to enrolling in upper division Bachelor of Fine Arts courses. This course establishes a standard for successfully approaching visual image making in graphic design, painting, printmaking, or photography. Prerequisite: Three semesters of successful work in a major concentration area.

ART 215. DRAWING II (3)

A continuation of the basic drawing and perceptual skills developed in Drawing I. Prerequisite: ART 115.

ART 230. PAINTING I (3)

An introduction to the materials, philosophies, techniques, and processes of the painter. Painting is approached as a creative experience through the study of subject matter, form, and content. Prerequisite: ART 140; corequisite: ART 170.

ART 250. SCULPTURE I (3)

An introduction to the materials philosophies, techniques and processes of the sculptor. Sculpture is approached as a creative experience involving traditional methods and concepts as well as those of the contemporary sculptor. Prerequisite: ART 140.

ART 260. PRINTMAKING I (3)

The basic areas of printmaking (intaglio, planographic, relief, and stencil) are introduced and explored with an emphasis upon the graphic idea.

ART 304. SPECIAL TOPICS IN ART HISTORY (3-9)

This course will vary in content with each offering as areas of particular interest or timeliness not covered by the regular curriculum are explored. Offerings may focus on a specific art movement, time period, geographical location, an individual artist, or a particular topic. Each course offering under this title bears a subtitle which indicates the specific subject to be covered. This course may be repeated for credit when course content is changed. Prerequisite: ART 203, ART 303.

ART 330. PAINTING II (3)

A continuation of the skills and techniques developed in ART 230. Compositional experimentation, creative and expressive modes, and evaluation skills are emphasized. Prerequisites: ART 230, ART 208.

ART 350. SCULPTURE II (3)

A continuation of the skills and techniques developed in ART 250 with additional emphasis placed on selected concepts and processes. Prerequisites: ART 250, ART 208.

ART 361. PRINTMAKING II (3)

A continuation of the skills and techniques developed in ART 260 within the major printmaking areas, with an emphasis upon a more significant graphic idea. Prerequisite: ART 260, ART 208.

ART 372. COMPUTER APPLICATIONS (3)

Introduction to understanding and usage of a computer as a major tool in the development of visual information for the studio artist. The Macintosh computer will be used focusing on general system operations/utilities as well as illustration and paint software programs. Emphasis is placed on developing an understanding of the selected software programs enabling the student to work productively with them. Prerequisite: ART 170.

ART 375. RESEARCH STUDIO (3-6)

This course allows upper level students to pursue a studio experience during summer school. Approval must be granted by the coordinator of the program in which the student desires to work, and a written plan for summer study must be submitted to both the program coordinator and the faculty member supervising and directed the Research Studio course for the summer. It is expected that the plan involve advanced and challenging ideas reflecting a maturity necessary for some independent pursuit. Prerequisite: 18 hours of art including a minimum of 12 hours in the program area in which the student desires to work.

ART 391. INTERNSHIP (3-9)

Individually designed experimental learning. May include field studio or internship placements such as graphic design, museum or gallery work, or work in a professional artist's studio. Lectures and discussions are utilized to prepare students for intern placement through résumés, interviews, job applications, and professional practices in the work place. Prerequisite: Must have completed 30 hours of art in area of concentration.

ART 392. COOPERATIVE EDUCATION IN ART (1-6)

Intended to provide a bridge between the classroom and the professional world, cooperative education provides supervised work experience directly related to a student's major subject area

and career goals. Placement will be in a gallery, museum, or studio. May be repeated for credit, but not in the same term. Usually offered every term. Prerequisite: Junior level standing with minimum overall GPA of 2.3, 2.7 in the concentration area, approval of academic department, and placement by the Career Development Center. It is recommended that the student complete an internship or practicum prior to entering a cooperative education placement.

ART 400. SPECIAL TOPICS IN STUDIO ART (3-9)

This course will vary in content with each offering as areas of particular interest or timeliness not covered by the regular curriculum are explored. Offerings may focus on a specific art process or style or on a specific area of content. Each course offering under this title bears a subtitle which indicates the specific subject covered. This course may be repeated for credit when course content is changed. Prerequisite: Permission of instructor and 18 hours of studio art.

ART 403. CRITICISM (3)

An investigation of the aesthetic dimension of the visual arts is made in relation to the studio experience and the history of art, preparing the student to analyze, evaluate, and judge a work of art. Prerequisites: 22 hours of art, ART 203, ART 204.

ART 410. ADVANCED DRAWING (3-6)

This class, designed for upper level drawing students, will focus on the developmental continuation of skills and perceptions of drawing. The course will focus on the figure and other three-dimensional subject matter as well as explore media and the perceptions of drawing as a fine art medium. Prerequisites: ART 115, ART 215.

ART 434. ADVANCED PAINTING STUDIO (3-9)

An upper-division course designed as a culminating experience within the concentration area of painting. An opportunity is provided for the student to pursue a specific area of painting. Prerequisite: ART 330.

ART 450. ADVANCED SCULPTURE STUDIO (3-9)

An upper division course designed as a culminating experience within the concentration area of painting. An opportunity is provided for the student to pursue a specific area of painting. Prerequisite: ART 350.

ART 464. ADVANCED PRINTMAKING STUDIO (3-9)

An upper-division course designed as a culminating experience within the concentration area of printmaking. The student is expected to experimentally pursue an aspect of the printmaking area on a significant level. Prerequisite: ART 361.

ART 475. INTERDISCIPLINARY STUDIO (3-9)

This studio course explores the nature and process of contemporary art. Students are encouraged to investigate mixed media. Integration of processes is promoted. Students interested in photography, graphic design, painting, printmaking, sculpture, installation, performance, and conceptual art work together solving creative problems with a team of faculty whose expertise is broad and varied. Faculty mentors encourage boundaries to be broken, limits to be pushed, and students to explore both conceptually and technically the range of artistic opportunity. Prerequisite: 18 credit hours in art, 6 hours in an area of concentration in art, ART 230 and 330 or ART 250 and 350 or ART 260 and 361 or PHOT 281 and 282 or GRDS 171 and 371.

ART 480. INDIVIDUALIZED STUDY (3-9)

This course allows selected senior level students to pursue a self-directed and self-motivated experience in any studio area in which the student has completed a minimum of 30 credit hours. Approval must be granted by the program coordinator in which the student desires to work and a written plan for the individualized study must be approved. It is expected that the plan involves advanced and challenging ideas reflecting a maturity necessary for individualized study. Prerequisites: Completion of 30 hours within the studio area and approval by the program coordinator.

ART 490. SENIOR REVIEW (2)

An exit review by the art faculty of the student's work to date concentrating on the major area and the academic record in terms of quality and accomplishment. Prerequisite: Senior standing.

ART EDUCATION**ARED 245. VISUAL THINKING SKILLS (3)**

A comprehensive study of the psychology of art intended for art and education majors. This course surveys methods of critical, analytical, and evaluative thinking associated with creative problem solving. Visual communication principles, social issues, group dynamics, and research methods are stressed. Prerequisites: ART 103, ART 140.

ARED 320. ART IN ELEMENTARY EDUCATION (2)

(Lecture portion of ARED 323 available to 5-8, 9-12 majors only)

A course designed to develop an understanding of the need and purpose of art on the elementary level and the methodology of elementary art education. Perception and aesthetic learning relative to the developmental level of the child are investigated in order to provide the necessary foundation upon which to structure a meaningful art program.

ARED 322. ARTS AND CRAFTS FOR THE ELEMENTARY SCHOOL (3)

Emphasis is placed upon the meaningful art experiences that can be presented to the elementary child. The development of a greater aesthetic sensitivity, experiences in perceptual activities, and a knowledge of art materials and processes are basic to the course. Prerequisite: ARED 320.

ARED 323. VISUAL ART FOR THE ELEMENTARY TEACHER (5)

A course designed to develop an understanding of the need and purpose for art in the elementary school curriculum. Discipline-based principles related to selection of content and materials and the guidance of art activities are investigated. Competencies and skills related to K-8 curriculum development are required. Laboratory topics and sequence are integrated with lecture.

ARED 325. AESTHETIC INQUIRY (3)

The purpose of this course is to acquaint education majors with themes and issues in the philosophy of the arts and effective learning in the schools. Some arguments concerning the nature, definition, purpose, and value of art made by philosophers, educators, artists, and critics will be used to structure the course. Critical reading and writing skills are stressed. Prerequisites: ART 103, MUSC 111.

ARED 355. ART EDUCATION STUDIO (3)

This course is designed to give prospective art teachers and therapists an overview of materials and techniques in the crafts as well as a curricular approaches in skills development, art appreciation, creative problem solving, multicultural education, and computer-assisted instruction. Prerequisites: ARED 325, ARED 245, ART 103, and ART 170 or consent of the instructor.

ARED 451. ART EDUCATION PRACTICUM (3)

This course is designed to involve prospective art teachers in reflective and creative problem solving with art education curriculum. In seminar sessions and lab/field based settings, the student will deliberate in professional decisions concerning goals, concepts, skills attitudes, strategies, evaluation and management methods, and selection of resources. The "teacher as reflective problem solver" teacher education model will be used to give focus and structure. Prerequisites: ARED 245 and field experience courses, ARED 325 and 355.

ATHLETIC COACHING**ATHC 193. VARSITY ATHLETICS (1)**

For intercollegiate athletic team members. Athletes receive instruction in skills, techniques, and rules in an intercollegiate sport and must participate in practice sessions and athletic events. Can be taken one time only during athletic participation for one credit. Permission of the coach/instructor.

ATHC 224. CARE AND PREVENTION OF ATHLETIC INJURIES (3)

A theory and laboratory course that studies prevention, care, and taping of athletic injuries with emphasis on safety in sports activities and prevention of injuries through conditioning programs.

ATHC 350. COACHING OF FOOTBALL (3)

For individuals who anticipate active involvement in coaching football. Emphasis is on scheme, strategy, fundamentals, position techniques, and team theory as well as an in-depth study of offense, defense, kicking game, scouting, and evaluation of personnel.

ATHC 351. COACHING OF BASKETBALL (3)

For individuals who anticipate active involvement in coaching basketball. Emphasis is on coaching philosophy, problems, individual and team offense and defense, drills, professional attitude, and advancement.

ATHC 352. COACHING OF BASEBALL (3)

For individuals who anticipate active involvement in coaching baseball. Emphasis is on developing a thorough knowledge of the sport and an understanding of the rules, skills, offense and defensive strategies, and coaching techniques of the game.

ATHC 353. COACHING OF TENNIS (3)

For individuals who anticipate active involvement in coaching tennis. A study of the physical, mental and emotional areas of human development critical to growth as a tennis player. Emphasis is on teaching methods, philosophy, skills, strokes, tactics, drills, etiquette, and equipment.

ATHC 403. PRINCIPLES OF COACHING (3)

This course examines functions, roles and responsibilities associated with coaching from elementary through college level. Career advancement, coaching philosophy, coaching assistants, and the interview process are also studied.

ATHC 405. PSYCHOLOGY OF COACHING (3)

For students who anticipate active involvement in coaching. Emphasis is on psychological demands in athletics with special attention to personality, activation motivation, aggression, anxiety, audience, social and group interaction.

ATHC 450. COACHING INTERNSHIP (3)

Provides practical coaching experience under a qualified head coach for an entire season. Students must serve as an assistant coach in a public junior or senior high school or collegiate athletic program (minimum of 150 hours). Specific procedures are outlined in Coaching Internship Manual.

BIOLOGY

BIOL 100. LIFE SCIENCE FOR ELEMENTARY TEACHERS (4)

Open only to students pursuing curricula in elementary and early education. Develops skills of observation and manipulation in laboratory and out-of-door settings. Stresses application of scientific method as applied to living things. Basic concepts of biology introduced as a vehicle for these objectives. Consideration of methods and subject matter appropriate to K-8 grade levels.

BIOL 101. GENERAL BIOLOGICAL SCIENCE (4)

Not for biology majors. With BIOL 102, satisfies general education science requirement. Integrated approach to the biology of plants, animals, and microorganisms. Half of the course is centered around environmental principles, and the other half is centered around organismic homeostatic (regulatory) principles. Laboratory topics and sequence integrated with lecture.

BIOL 102. GENERAL BIOLOGICAL SCIENCE (4)

Not for biology majors. With BIOL 101, satisfies general education science requirement. Integrated approach to the biology of plants, animals, and microorganisms. Half of the course is

centered around reproductive principles, and the other half is centered around cell physiology. Laboratory topics and sequence integrated with lecture.

BIOL 208. PLANTS AS ORGANISMS (4)

This course is part of the sequence of courses required for students pursuing some field in biology. It is a required course for all students seeking a teaching field in biology, chemistry, or general science. The emphasis is on physiological and field approaches involving the use of plants to illustrate general principles of biology. Attention is given to the morphological framework within which the physiological activities occur. The activities in plants are related to the patterns in which they impinge upon the economy of nature.

BIOL 209. ANIMALS AS ORGANISMS (4)

The study of general principles of biology that are either distinctive for the animal kingdom or readily illustrated with zoological materials. Emphasizes the process of living, whole organisms integrated with those principles of histology, morphology, and phylogeny that are required for a balanced understanding of physiology, development, and behavior. This is a required course for all students seeking a teaching field in biology, chemistry, or general science.

BIOL 225. HUMAN ANATOMY AND PHYSIOLOGY (3)

One course in a two course sequence that considers the anatomy and physiology of the human organism. In a lecture format, the cardiovascular, lymphatic, respiratory, urinary, and digestive systems are studied in this course. Students taking this course should possess a high school level understanding of biology and chemistry.

BIOL 226. HUMAN ANATOMY AND PHYSIOLOGY (3)

One course in a two course sequence that considers the anatomy and physiology of the human organism. In a lecture format, the nervous, endocrine, and reproductive systems are studied in this course. Students taking this course should possess a high school level understanding of biology and chemistry. This course may be taken before BIOL 225.

BIOL 227. HUMAN ANATOMY AND PHYSIOLOGY LAB (1)

A laboratory course in human anatomy and physiology to be taken concurrently with or following BIOL 225.

BIOL 228. HUMAN ANATOMY AND PHYSIOLOGY LAB (1)

A laboratory course in human anatomy and physiology to be taken concurrently with or following BIOL 226.

BIOL 280. FOOD MICROBIOLOGY AND FOOD SAFETY (3)

This course will provide a brief history of man's awareness of the presence and role of microorganisms in nature and in foods. Foodborne microorganisms are presented in the context of their continual recycling of the elements of organic matter, the intrinsic and extrinsic parameters of foods that affect their growth and activity. Traditional methods of examining foods for microorganisms and/or their products. This study will include chemical and physical properties of food to understand the following: incidence of microorganisms in foods, food spoilage, food preservation, food poisoning, food preparations, fermentation, biological hazards in foods, food sanitation, and food quality. Laboratory activities and demonstrations, including diagnostics, will be a part of the course. Prerequisites: Students taking this course should possess a high school level understanding of biology and chemistry.

BIOL 302. MICROBIOLOGY (4)

Part of the required curriculum in nursing and medical technology and a recommended elective for any biology student. The course will emphasize the impact of microbial activity on human health and disease, including the conditions contributing to microbial increase, spread and virulence, conditions contributing to the body responses leading to resistance and immunity, and methods of interceding in the usual etiology for the purpose of bringing about informed control.

The nonmedical aspects of microbiology also will be considered, in regard to the basic activities in interacting biological systems, as symbionts, as critical energy conversion agencies, as agents for driving biogeochemical cycles, and as experimental subjects for the discovery of basic biological principles such as intermediary metabolism and the genetic code. Prerequisites: One semester of a college level biology course and one semester of a college level chemistry course.

BIOL 305. CELL BIOLOGY (4)

A sophomore-level lecture and laboratory course in which eukaryotic cells are considered as the basic structural and functional units of biological organization. Selected cell structures and activities are discussed from the cytological, ultrastructural, and metabolic points of view. Laboratory work is sequenced with lecture. Topics emphasized are bioenergetics, macromolecular and transport synthesis, regulation of cellular activities, and internal organization of cells. Prerequisites: BIOL 208; BIOL 209, or BIOL 225 and BIOL 226; CHEM 207, 207L, 209, 209L, or their equivalents.

BIOL 310. PLANT PATHOLOGY (3)

A study of the morphology, life history, host range, and physiology of the plant pathogenic fungi, bacteria, nematodes, and viruses, and a study of the symptoms, pathological anatomy, physiological responses, economic importance, and control measures of the more important plant diseases. Prerequisite: BIOL 208.

BIOL 313. INVERTEBRATE NATURAL HISTORY (4)

A field-oriented study emphasizing living organisms in their natural habitats, their life cycles, and interaction with humans, other organisms, and the physical environment. Collection, culture, and identification of the major orders of the parasitic and free living freshwater and temperate terrestrial invertebrate phyla. Prerequisites: BIOL 208, BIOL 209.

BIOL 324. PLANT TAXONOMY I FALL FLORA (2)

First eight weeks of first semester. Field work in the identification of grasses, fall flowers, and woody plants. Designed to illustrate the principles of nomenclature and descriptive morphology. Prerequisite: BIOL 208.

BIOL 325. PLANT TAXONOMY II SPRING FLORA (1)

Second eight weeks of second semester. Field work in the identification of ferns and spring flowering plants. Designed to illustrate the principles and applications of scientific nomenclature and descriptive morphology. Prerequisite: BIOL 208.

BIOL 332. COMPARATIVE ANATOMY (4)

A comparative study of organs and systems of representative forms of chordates keeping in mind the evolutionary development and relationships of these forms. Concepts of embryology are applied to an understanding of the adult organism. Laboratory work is concerned with a detailed dissection and comparative study of the amphioxus, neoturus, dogfish, and cat. Prerequisite: BIOL 209 or equivalent.

BIOL 344. GENETICS AND EVOLUTION (4)

Mechanisms of inheritance, the nature of genes, and genetic systems are examined in relation to the capacities of living systems for continuity, self-regulation, and adaptive change. Molecular, cellular, and organismal reproduction are considered as processes of information storage, transfer, and generation. The evolution of the gene concept is traced from its origin as mathematical abstraction, through progressive definition as a unit of nuclear structure and function, to final characterization as nucleic acid. Prerequisites: BIOL 208, BIOL 209, BIOL 305

BIOL 350. SPECIAL TOPICS FOR NON-MAJORS (1-3)

Elective in biology intended to stimulate an interest in nature or in areas of biology having public interest or political significance. Bird life, local flora, economic botany, psychopharmacology

and biological energy resources are representative topics. Persons interested in a specific topic should contact the department chair.

BIOL 394. PRINCIPLES OF BIOLOGICAL RESEARCH (3)

A junior level course taken after the student has completed introductory courses in biology, chemistry, and mathematics. Statistics is recommended prior to the course. The lectures will address the history/background of science and the special properties of the scientific process and the basic abilities required to conduct scientific inquiry. Emphasis will be given to the universality of the scientific approach to problem solving rather than to specific methodologies. Topics included are literature review, experimental design, data analysis, scientific communication, and research ethics. The course also is intended to prepare the student for the Research Internship Program required of all biology majors. During the course students will be given an application form for the internship program. Completed forms will be reviewed by the faculty and students will be assigned to either an internship (BIOL 425), biological research (BIOL 415), or alternative study (BIOL 415). Prerequisites: BIOL 208, BIOL 209, BIOL 305, BIOL 344.

BIOL 401. HISTOLOGY (4)

A study of microscopic anatomy emphasizing organology, histology, and cytology. It embraces a study of function and structure which complements the study of gross anatomy, but provides a structural basis for the study of physiology. Prerequisites: BIOL 209 or BIOL 225, and BIOL 226.

BIOL 404. IMMUNOLOGY (4)

A laboratory course designed to introduce the student to the study of immunological processes and the methods used to initiate, describe, differentiate, and measure such processes. Attention is given to the biological basis of immunity, the natures of the humoral and cell mediated immune responses, the chemical and biological features of immunoglobulins, *in vivo* and *in vitro* antigen antibody interactions, and immunologic diseases. Prerequisites: BIOL 305, CHEM 207, CHEM 207L, CHEM 209, CHEM 209L.

BIOL 406. DEVELOPMENTAL BIOLOGY (4)

Concentrates upon mechanisms and principles involved in cellular differentiation and integration that accompany development of organisms from single cells into complex, multicellular structures. Beginning with relatively simple organisms and progressing to more complex examples of higher plant and animal developmental processes, the student is exposed to both descriptive information and experimental investigative techniques. Prerequisites: BIOL 208, BIOL 209, BIOL 305, BIOL 344.

BIOL 410. PLANT PHYSIOLOGY (3)

Primarily a laboratory study of the chemical, physical, and biological activities of seed plants. Photosynthesis, respiration, transpiration, senescence, dormancy, photoperiodism, translocation, and endogenous rhythms will be studied, including the role of hormones, auxins, phytochromes, pigment systems, energy transport systems, and enzymes in regulating the physiologic processes of plants. The modern roles of plant physiology in energy production, industrial resources, and agricultural productivity are discussed. Prerequisites: BIOL 208 and a specific course or permission of instructor.

BIOL 412. ANIMAL PHYSIOLOGY (3)

Detailed study of selected topics, e.g. muscle contraction, circulation, excretion, to demonstrate the diverse ways in which different kinds of animals meet their functional requirements. Prerequisites: BIOL 208 and BIOL 209 or equivalent and CHEM 207, CHEM 207L, CHEM 209, and CHEM 209L.

BIOL 413, BIOL 414. SEMINAR IN BIOLOGY (1 each)

Recommended for juniors and seniors pursuing at least a minor program in biology. This course emphasizes library research and oral presentation of subjects of interest and importance in the various fields of biology. Permission of biology staff.

BIOL 415. BIOLOGICAL RESEARCH (3-6)

Students are given an opportunity to work on a research problem usually after a core course or a seminar in which the student has already done some preliminary work. This work is done under the direction of the biology staff. Permission of department chair.

BIOL 416. MOLECULAR BIOLOGY (4)

An advanced level course on techniques and theory of modern genetics and biotechnology. The course is designed to expose students to modern biochemical genetics, gene regulation in prokaryotes and eukaryotes, and mechanisms for the rearrangement and exchange of genetic material. Prerequisite: BIOL 208, BIOL 209, BIOL 305, or BIOL 344.

BIOL 418. VIROLOGY (4)

A senior-level lecture and laboratory course in which the nature of viruses and their interaction with prokaryotic and eukaryotic cells and organisms are presented. The emphasis is on animal viruses but bacterial and plant viruses will be covered. The first section of the course treats viral structure, viral replication, and viral effects at the cellular and organismic level. The second section discusses viral virulence, the disease states produced by animal viruses in their hosts, antiviral therapies, mechanisms of viral immunity, and viral epidemiology. Laboratory exercises will be sequenced with lectures and include development of animal cell cultures, demonstration of viral cytopathic effect, determination of viral titer, viral neutralization assays, immunological detection of virus, and analysis of viral structural components. Laboratory exercises will employ bacterial, insect, plant, and animal cells as viral hosts. Prerequisites: BIOL 305, BIOL 344, CHEM 315, CHEM 316, CHEM 315L, and CHEM 316L and permission of instructor.

BIOL 420. GENERAL ECOLOGY (4)

This course emphasizes principles at the population, community, and ecosystem levels of organization. Representative topics include energy flow, biogeochemical cycles, population regulation, types of ecosystems. Consideration given to society's relationship to its environment. Prerequisites: BIOL 208 and BIOL 209 or equivalent, BIOL 305, BIOL 344, BIOL 394.

BIOL 425. INTERNSHIP IN BIOLOGY 3-6

This course awards academic credit for a Biology Department approved work experience in a field, laboratory, clinic, or other professional setting so that a student may gain practical knowledge in pure or applied research in biology. A student wishing to enroll in this course must submit a written proposal (following departmental and/or agency guidelines that can be obtained from the chair of the Biology Department) to the chair of the Biology Department or his or her appointed representative before the end of 12th week of the semester preceding the internship. All proposals must be approved by a majority of the faculty members of the Biology Department. Prerequisite: BIOL 394.

BIOL 450. SPECIAL TOPICS IN ADVANCED BIOLOGY (1-4)

Elective for students who have had upper-division biology courses. Intended to diversify or specialize a student's training beyond the regular curriculum, taking advantage of a local person's particular interest or skill, or of a faculty member's interest or skill. The course will be pursued in a less formal but no less intensive fashion than the regular courses. Interested students should present specific proposals to the department chair.

BUSINESS ADMINISTRATION**BADM 150. INTRODUCTION TO BUSINESS (3)**

A survey designed to acquaint the student with administration, production, labor, control, distribution, finance, taxation, law, and ethics as applied to business. Includes a brief history of business and the organization of business. For associate's degree students and non-majors. Does not carry business administration credit toward the B.S. in business administration or hotel-motel and restaurant management.

BADM 205. CALCULUS WITH APPLICATIONS (4)

See MATH 205

BADM 212. BUSINESS LAW I (3)

A broad introduction to contemporary law as it relates to the business environment including contract, sales, employment law, antitrust law, torts, consumer protection, and business organization. Prerequisite: Sophomore standing.

BADM 224. BUSINESS STATISTICS (3)

Methods of collecting, presenting, analyzing, and interpreting business data. Emphasis on the understanding of probability distributions such as the binomial, normal, exponential, and Poisson. Discussion of regression and correlation, hypothesis testing, chi-square analysis, and one way ANOVA. Students may not receive credit for both this course and MATH 314. Prerequisite: MATH 154.

BADM 280. BUSINESS AND SOCIETY (3)

This course reviews ethical and global issues; the influence of political, social, legal, regulatory, environmental, and technical issues; and the impact of demographic diversity on organizations in our local, state, and regional businesses and in international businesses located in our area.

BADM 292. INTERNSHIP IN BUSINESS (1-6)

Practical experience in local, regional, and Washington Gateway organizations such as government offices, museums, arts agencies, social action groups, research laboratories, and private corporations/companies. Interns learn how to translate classroom theory and methods into professional skills and opportunities. Usually offered every term. May be repeated. Prerequisite: Must have sophomore class standing with minimum 2.5 overall and 2.75 major GPA, approval of academic department, and placement by Career Center.

BADM 310. PRINCIPLES OF MANAGEMENT (3)

Concepts and analyses of the behavioral aspects of organizations. Expansion of integrative and human skills needed by managers. Lectures are supplemented by outside projects and simulated applications of management techniques. Prerequisite: ACCT 201 or ECON 206.

BADM 311. SMALL BUSINESS MANAGEMENT (3)

A survey of the various management/marketing principles and subject materials as they specifically relate to small business management. This includes topics such as entrepreneurship and small business in the U.S., small business start-up issues, the marketing of small business, contemporary issues, and the general operational management concerns associated with organizing, staffing, financing/cash flow, purchasing, inventory control, and total quality management.

BADM 313. BUSINESS LAW II (3)

A detailed study of the law of secured transactions, employment, insurance, negotiable instruments, estates, bankruptcy, and suretyship. The Uniform Commercial Code is discussed in detail. Recommended for students who plan to take the CPA examination. Prerequisite: BADM 212.

BADM 317. REAL ESTATE (3)

Basic study of the nature and importance of real estate in the economy; principles of land utilization and urban development; property rights and real estate; valuation of real property; real estate markets; and government regulation and programs.

BADM 318. REAL ESTATE LAW (3)

Sources of real estate law, both cases and statutes, including estates in land, conveyances, leases, mortgages, easements, zoning, brokers, contracts, taxes, foreclosures, and open occupancy.

BADM 320. EMPLOYMENT LAW (3)

A detailed study of employment law from the inception of the Sherman Act of 1890 through more definitive legislation such as the Wagner Act, Civil Rights Act, EEO Act, and Americans With Disabilities Act. Case studies will be used reflecting current employment case law practices and trends. Public policy as the heart of employment law is discussed in detail. Prerequisites: BADM 212 and BADM 310.

BADM 323. HUMAN RESOURCE MANAGEMENT (3)

A study of manpower planning, recruitment, selection, and development of employees. Examines compensation, employee appraisal, job analysis, collective bargaining, arbitration, and labor relations. Case studies.

BADM 324. LABOR PROBLEMS/COLLECTIVE BARGAINING (3)

An examination of the history of labor movements and social problems arising from relations between labor and management. A study of the collective bargaining process and a survey of management and union rights in collective bargaining are discussed. Case studies and readings in management and union philosophy also are included. Prerequisite: Junior standing in business.

BADM 338. BUSINESS INFORMATION SYSTEMS (3)

An analysis of where, when, and in what form information is captured in order to make business management decisions. A detailed study of the planning, operating, and reporting phases in obtaining information within a business enterprise. Does not apply as an elective in the minor in computer programming and information systems. Prerequisite: ACCT 202.

BADM 340. MARKETING (3)

An introduction to the marketing management process. Including the selection of target markets, the development of product, pricing, promotion, and channel of distribution programs to effectively serve these markets. Specialized topics such as international marketing, consumerism, and ethical issues in marketing are also examined. Prerequisites: ACCT 201 or ECON 206.

BADM 345. BUSINESS COMMUNICATIONS (3)

The course examines the communications for business and develops an ability to utilize various communications techniques including memos and letter writing, report development and presentation, résumé and job search, listening, interviewing, and interpersonal and oral communications. Open to all concentrations. Prerequisite: Sophomore standing.

BADM 350. RETAILING (3)

A study of retail store operations and management including site selection, merchandise planning, developing store image, pricing, promotion, personnel, and control. Prerequisite: BADM 340.

BADM 352. INTERNATIONAL MARKETING (3)

Approaches international marketing management from a managerial viewpoint; stresses cultural considerations in implementing marketing management, techniques, and strategies. Prerequisite: BADM 340.

BADM 355. INTERNATIONAL MANAGEMENT (3)

A study of international management concerns such as hiring foreign staff, developing international business alliances and intermediaries, programs for training foreign employees, and returning expatriates for continued employment in a business. Prerequisite: BADM 310.

BADM 365. PROMOTIONAL STRATEGY (3)

Promotion as a tool for making decisions. Advertising, personal selling, publicity, and sales promotion for profit and nonprofit organizations. Both theory and application are stressed. Projects within the local communities will be assigned to students when available. Prerequisite: BADM 340.

BADM 375. STRATEGIC MARKETING (3)

Both a conceptual and a pragmatic approach to the strategic marketing planning process. The contributions of marketing concepts, philosophy, and methodology to strategic management and linkage between marketing and corporate strategy. Prerequisites: BADM 224 and BADM 340.

BADM 380. INTERNATIONAL TOURISM AND HOSPITALITY (3)

This course is the study of the international hospitality industry. The tourism industry analysis includes such areas as destination sites, logistic channels, marketing and PR, costs and cultural differences, and necessary flexible adjustments to meet the international customer demands and wants. Prerequisites: Junior standing, BADM 340.

BADM 385. BUSINESS EXTERNSHIP (1-6)

Application of theoretical concepts to practical experience in business. Minimum of 50 hours of work experience for each credit is required. May be repeated for credit. Usually offered every session. Prerequisites: Approval of academic advisor and chair.

BADM 390. HUMAN RELATIONS IN INDUSTRY (3)

A study of research and basic theory concerning the factors which contribute to the behavior of members of business organizations. Topics covered include social relationships and needs, organizational patterns, motivation, leadership, small groups, communications, conflicts, changes, social responsibility, and the role of the manager. Case studies.

BADM 392. COOPERATIVE EDUCATION IN BUSINESS (1-9)

May be repeated for credit, but not in the same term; topic must be different. Usually offered every term. Prerequisite: Must have junior level standing with minimum 2.5 overall and 2.75 major GPA, approval of academic department, and placement by the Career Center.

BADM 395. CONSUMER BEHAVIOR (3)

Macro and micro consumer behavior. The influence of psychological, sociological, and cultural factors on behavior of consumers and industrial buyers. Shows how this knowledge is indispensable to the marketing manager when making decisions about product, price, and channels of distribution. Prerequisite: BADM 340.

BADM 400. FINANCIAL MANAGEMENT (3)

An introduction to the methods of corporation finance with an emphasis on applied problem solutions. Particular attention is given to financial decision-making and risk analysis. Prerequisites: ACCT 202 and BADM 224.

BADM 401. FINANCIAL ANALYSIS (3)

An in-depth study of the theories and techniques of corporate financial management. An analysis of the procedures for extracting information from the corporate information system and modifying it for use in financial analysis. Prerequisite: BADM 400.

BADM 405. MARKETING RESEARCH (3)

Examines research as a decision tool for marketing management and the role of research in marketing, risk reduction, decision-making, problem definition, research design, sampling, data collection and analysis, and interpretation of results. Both theory and application are stressed. Projects within the local communities will be assigned to students when available. Prerequisites: BADM 340 and BADM 224.

BADM 407. BUSINESS STRATEGY AND POLICY (3)

Capstone course study in business management designed to integrate the basic disciplines of business through case analysis and other methods; oral and written reports, ETS Business Achievement Test administered. Prerequisites: BADM 400 or permission.

BADM 411. ENTREPRENEURSHIP AND NEW VENTURE FORMATION (3)

A comprehensive coverage of the various tools, documents, and subject materials utilized to start and maintain a small business. This includes the entrepreneurial perspective (challenges, characteristics, self-assessment), starting a new venture/developing the business idea, developing the business/marketing/financial organizational plans, financing the new venture, managing the new venture, and coverage of special issues such as legal, franchising, and international entrepreneurship. Prerequisites: ACCT 202, BADM 310, BADM 311, BADM 340.

BADM 413. QUANTITATIVE METHODS (3)

Continuation of BADM 224. This course examines simple regression and correlation, two sample inference, analysis of variance, multiple regression and correlation, chi-square tests, time series forecasting, decision making under certainty and uncertainty, and subjective probability. Prerequisite: 3 hours of statistics. Same as MATH 413.

BADM 415. OPERATIONS AND PRODUCTION MANAGEMENT (3)

Analysis of operational problems and opportunities in service and manufacturing sectors, site location, facilities design, forecasting, work methods and measurement, inventory management, and operations decision making. Prerequisites: BADM 224 and BADM 310.

BADM 425. INVESTMENTS (3)

Examines basic theories and their application to major financial markets: risk and return; market efficiency; portfolio theory; and investment selection and timing decisions. Prerequisite or corequisite: BADM 400.

BUSINESS EDUCATION

BSED 103. KEYBOARDING (2)

Presents the development of speed and accuracy in the operation of the alphabetic, numeric, and symbol keys on microcomputers. Basic document production of letters, memos, reports, and tables is included. Offered for business majors and data processors who need basic keyboarding skills.

BSED 104. KEYBOARDING II (3)

A continuation of BSED 103, Keyboarding, with further development of speed and accuracy in the production of business documents. Emphasis will be given to high production quality in the typing of varied office simulations during the semester. A minimum of 45 words per minute for five minutes is required upon completion. Prerequisite: Keyboarding.

BSED 201. ALPHABETIC NOTETAKING (3)

Students will learn principles and theory of abbreviated writing for notetaking and study skills. Emphasis on theory, abbreviations, reading/writing, and paraphrasing. Taking textbook notes and improving study habits will be stressed.

BSED 250. INTRODUCTION TO OFFICE TECHNOLOGY (3)

An introductory course on the use of state-of-the-art technology and skills necessary in today's business office. Applied learning experiences will be designed to meet the needs of the office professional and assistant. Prerequisite: BSED 103 or keyboarding skill.

BSED 292. INTERNSHIP IN BUSINESS EDUCATION (3)

Practical experience in local, regional, and Washington Gateway organizations such as government offices, museums, arts agencies, social action groups, research laboratories, and private corporations/companies. Interns learn how to translate classroom theory and methods into professional skills and opportunities. Usually offered every term. May be repeated. Prerequisite: Must have sophomore class standing with minimum 2.5 overall and 2.75 major GPA, approval of academic department, and placement by Career Center.

BSED 320. ELECTRONIC EDITING (3)

Students learn the conventions of business language: correct spelling, punctuation rules, sentence structure, proofreading, capitalization, word choice, word usage, numbers, and abbreviations in business correspondence. Students will receive basic practice in using transcription equipment and in editing copy electronically. Prerequisite: BSED 104.

BSED 324. OFFICE ADMINISTRATION (3)

Prepares students to become administrative assistants. Emphasizes the application of the principles of business organization, management, and supervisory techniques. Topics include office layout, performance appraisal technique, job analysis and evaluation, telecommunications, records management, handling conferences, ethics, and policy-making strategies. Prerequisites: BSED 329 or consent of instructor.

BSED 326. CALCULATOR SKILLS (1)

Development of skills on the electronic printing calculator. Offered on demand.

BSED 328. WORDPERFECT (1)

A step-by-step, hands-on experience in word processing on the IBM microcomputer. Coverage includes creating a document, revising and printing a document, editing, and formatting text. Offered on demand.

BSED 329. OFFICE SYSTEMS SOFTWARE (3)

Emphasizes advanced concepts of word processing and integrated information software including spreadsheets, data base, and desktop publishing. Prerequisite: CIS 102 or BSED 250.

BSED 380. DESKTOP PUBLISHING (3)

A hands-on approach to desktop publishing using PageMaker and Windows. Students will learn how to design and compose pages, integrate text and graphics, and produce various types of publications, such as brochures, catalogs, and newsletters. Students will explore the basic publishing process, the fundamental principles of typography, typesetting, design, and graphics to produce professional-looking documents. Prerequisite: CIS 102 or BSED 250.

BSED 392. COOPERATIVE EDUCATION IN OFFICE TECHNOLOGY (1-6)

Supervised work experience directly related to a student's major subject area and/or career goals and interests. Student will integrate classroom theory and work applications. Offered every semester. Prerequisite: Junior class standing with minimum 2.5 overall GPA and 2.75 major GPA; approval of academic department; must be admitted to Teacher Education Program.

CHEMISTRY

CHEM 100. CHEMICAL SCIENCE (3)

This course is designed primarily for future elementary school teachers. It introduces the student to the basic concepts of chemistry including atoms, radioactivity, bonding, chemical equations, solutions, acids and bases, and some aspects of organic and biochemistry. The latter part of the course is devoted to the study of chemical science as it applies to the elementary school: mini lectures, demonstrations, experiments, games, textbook and journal reviews are presented by the students. Circumstances permitting, the course ends with practice teaching at an elementary school. Computers are used as aids to instruction and as laboratory tools. The course CHEM 100L must be taken concurrently with this course.

CHEM 100L. CHEMICAL SCIENCE LABORATORY (1)

The laboratory emphasizes learning by discovery and by student-designed (or modified) experiments. Current or prior enrollment in CHEM 100 is required.

CHEM 101. CHEMISTRY IN SOCIETY I (3)

A study of the fundamental principles of chemistry with particular emphasis on the role of chemistry in our culture and everyday affairs. Topics to be covered include the scientific method, atomic theory, redox chemistry, organic chemistry, and nuclear chemistry. The sequence CHEM 101 and 102 can be used to fulfill the general studies requirement of a year of laboratory science. This course must be taken before CHEM 102 Chemistry in Society II.

CHEM 102. CHEMISTRY IN SOCIETY II (3)

The further development of the topics covered in CHEM 101 with expansion of materials to include energy, natural resources, consumer products, ecological chemistry, toxicology, and drugs. Prerequisite: CHEM 101.

CHEM 101L, 102L. CHEMISTRY IN SOCIETY LABORATORY (1 EACH)

The laboratory emphasizes the learning by discovery and by student-designed (or modified) experiments. Current or prior enrollment in CHEM 101, CHEM 102 is required. Prerequisite for CHEM 102L is CHEM 101L.

CHEM 120, CHEM 122. COLLEGE CHEMISTRY (3 EACH)

An in-depth treatment of the fundamental principles of chemistry and their application to physiological, pharmaceutical, and biochemical processes. The courses CHEM 101L and CHEM 122L must be taken simultaneously with the appropriate semester of CHEM 120 and CHEM 122. Together with CHEM 120L and CHEM 122L, this course can be used to fulfill the general studies requirement of a year of laboratory science.

CHEM 120L, CHEM 122L. COLLEGE CHEMISTRY LABORATORY (1 EACH)

This course introduces the student to the isolation of natural products, the synthesis of drugs, biochemical reactions, and the use of modern instrumentation for the separation and the qualitative and quantitative analysis of chemicals. College Chemistry Laboratory must be taken simultaneously with the appropriate semester of College Chemistry (CHEM 120 and CHEM 122).

CHEM 207, CHEM 209. GENERAL CHEMISTRY (3 EACH)

A first-year chemistry course for students whose major area of study is biology, chemistry, mathematics, medical technology, pre-medicine, or pre-pharmacy. Studied are such fundamental concepts of chemistry as the structure of atoms and compounds; the nature of solids, liquids, and gases; the reactions of inorganic and organic compounds; the study of acids, bases, buffers, and salts; and kinetics, equilibrium, and electrochemistry. CHEM 207 is offered in the fall; CHEM 209 in the spring. CHEM 207L and CHEM 209L are to be taken with CHEM 207 and CHEM 209 respectively. Prerequisite: Background in chemistry and algebra.

CHEM 207L. GENERAL CHEMISTRY LABORATORY I (1)

A three-hour per week laboratory course in general chemistry. Topics are selected from qualitative inorganic analysis, spectroscopic analysis, gas laws, calorimetry, and chromatography. Should be taken concurrently with CHEM 207.

CHEM 209L. GENERAL CHEMISTRY LABORATORY II (1)

A three-hour per week laboratory course in general chemistry. Topics are selected from volumetric analysis, spectroscopic analysis, electrochemistry, synthesis, gas laws, and chromatography. Should be taken concurrently with CHEM 209.

CHEM 301. INORGANIC CHEMISTRY (3)

The theoretical principles of chemical bonding and molecular structure are correlated with the chemical and physical properties of inorganic compounds. Includes covalent and ionic bonding, periodic trends, systematic study of the representative, transition, inner-transition and inert gas elements, structure determination, and reaction mechanisms. Prerequisites: CHEM 207, CHEM 209.

CHEM 308. RADIOCHEMISTRY (3)

A study of the principles underlying the nature of radioactivity and of the various chemical, biological, and industrial applications of radioisotopes. Particular emphasis is placed on stellar nucleosynthesis, fission, fusion, reactor design, accelerators, and theories of the nucleus. Prerequisites: CHEM 207, CHEM 209.

CHEM 311. CHEMICAL PHARMACOLOGY (3)

This course is an introduction to the structure, mechanisms of action, and clinical application of drugs currently in use. The emphasis is on general pharmacological principles and on a survey of a wide spectrum of agents; chemical aspects of pharmacology are stressed where they contribute significantly to the understanding of drug action. Prerequisites: One semester of anatomy/physiology and one semester of chemistry; or, permission of the instructor.

CHEM 315, CHEM 316. ORGANIC CHEMISTRY (3 EACH)

This course is designed for students with an interest in chemistry, the life sciences, or in health-related fields. It surveys the classes of organic compounds from hydrocarbons to synthetic and natural macromolecules. Attention is focused on the applications of organic chemistry to biological, medical, and energy-related problems. Prerequisites: CHEM 207, CHEM 209. The courses CHEM 315L and CHEM 316L must be taken concurrently with CHEM 315 and CHEM 316, respectively.

CHEM 315L. ORGANIC CHEMISTRY I LABORATORY (1)

This laboratory features organic synthesis, mechanistic studies, and modern instrumental techniques for the separation (using TLC, GC, or HPLC) and characterization (using IR, NMR, MS, or polarimetry) of organic compounds. Current or prior enrollment in CHEM 315 is required.

CHEM 316L. ORGANIC CHEMISTRY II LABORATORY (1)

This course is a continuation of CHEM 315 and uses the same techniques. Current or prior enrollment in CHEM 316 is required.

CHEM 321. ANALYTICAL CHEMISTRY (3)

A one-semester course covering the theory of classical volumetric, gravimetric, and electrochemical techniques and the calculations associated with these techniques. Also covered are the statistical methods needed for the critical evaluation of data. Prerequisites: CHEM 207, CHEM 209. CHEM 321L should be taken concurrently.

CHEM 321L. ANALYTICAL CHEMISTRY LABORATORY (1)

A one-semester laboratory course covering the lab procedures for classical volumetric, gravimetric, and electrochemical analyses. Prerequisites: CHEM 207, CHEM 209, CHEM 207L, CHEM 209L. CHEM 321 should be taken concurrently.

CHEM 322. INSTRUMENTAL ANALYSIS (3)

A one-semester course covering the theory and practice of modern instrumental methods for chemical analysis. Methods covered include atomic and molecular spectroscopy, chromatography, mass spectroscopy, surface analysis, and electrochemistry. Instrument design, sampling techniques, and analytical strengths and weaknesses of the various methods are covered. Prerequisites: CHEM 321 and CHEM 321L. CHEM 322L should be taken concurrently.

CHEM 322L. INSTRUMENTAL ANALYSIS LABORATORY (1)

A one-semester laboratory course that provides experience with modern instrumental methods for chemical analysis. Techniques covered include atomic and molecular spectroscopy, chromatography, mass spectroscopy, and electrochemistry. CHEM 322 should be taken concurrently.

CHEM 325. COMPUTERS IN SCIENCE (3)

A one-semester course that serves as an introduction to the use of computers for data collection, data analysis, and data presentation. Topics covered include scientific calculations and plotting with spreadsheets, elementary programming, scientific report writing, and computer interfacing to scientific instrumentation.

CHEM 327. SOLUTION CHEMISTRY (3)

A one-semester course to be taken by the student in the sophomore or junior year. A study of the physical and chemical properties of the liquid state is pursued, with particular emphasis placed on aqueous solution. The preparation of solutions of various concentrations is reviewed. Thermodynamics is introduced. Other major areas are kinetics, equilibria between phases and electrochemistry. Prerequisites: CHEM 207, CHEM 209, MATH 105.

CHEM 327L. SOLUTION CHEMISTRY LABORATORY (1)

A three-hour per week laboratory course to be taken with Solution Chemistry CHEM 327. Aqueous and nonaqueous solutions will be prepared and their physical and chemical properties will be investigated. Co- or prerequisite: CHEM 327.

CHEM 329. BIOCHEMISTRY I (3)

Biochemical structure and function with initial emphasis placed on the properties of carbohydrates, lipids, and proteins and the relationship between structure and function. The special role of these biomolecules in the structure and function of biological membranes is then presented. This is followed by an introduction to enzymes and the mechanisms of enzyme action. Attention is then given to the nucleic acids and includes the genetic role, structure, and replication of DNA and the role of RNA in protein synthesis. Prerequisites: CHEM 315 and BIOL 305.

CHEM 329L. BIOCHEMISTRY I LABORATORY (1)

A three-hour per week laboratory course to be taken with CHEM 329 Biochemistry I. The course will comprise an overview and application of techniques associated with biochemical research, data gathering, and analysis. The students will be introduced to various computer-based methodologies of data analysis molecular modelling and presentation. In addition, the course will involve development of experimental design, reproducible lab techniques, and record keeping. Co- or prerequisite: CHEM 329.

CHEM 330. BIOCHEMISTRY II (3)

Basic concepts of metabolism with initial emphasis placed on the broad aspects of metabolism and includes a discussion of the energy requirements for reactions in living systems. The degradation of carbohydrates and the biochemical role of glycolysis, citric acid cycle, oxidative phosphorylation, and related pathways are then presented. This is followed by an examination of fatty acid metabolism, nucleotide biochemistry, and selected topics in biosynthesis. Attention is then given to mechanisms of hormone action, transport across biological membranes, and related membrane activity. Prerequisites: CHEM 329.

CHEM 330L. BIOCHEMISTRY II LABORATORY (1)

A second three-hours per week laboratory to be taken with CHEM 330 Biochemistry II. The course involves the application of techniques developed in CHEM 329L to problems associated with characterization of carbohydrates, proteins, and nucleic acids. Included in the experiments performed is the development of purification techniques, enzyme kinetics, and spectroscopic analysis. Prerequisites: CHEM 329 and CHEM 329L.

CHEM 331, CHEM 332. SEMINAR (1 each)

This course may be taken more than once for credit. The selection, organization, and presentation of topics within one's area of interest in chemistry. Topics are selected from among the current literature, review articles, and reports in scientific journals. Prerequisites: CHEM 207, CHEM 209.

CHEM 392. COOPERATIVE EDUCATION IN CHEMISTRY (1-9)

Cooperative education is a form of education which integrates classroom study with paid, planned, and supervised work experiences in the public and private sectors. Cooperative education allows students to acquire essential, practical skills by being exposed to the reality of the work world beyond the boundaries of campus, enhancing their self-confidence and career direction. An agreement is signed by the employer supervisor, the faculty supervisor, and the student. The co-op may be repeated for credit. Prerequisite: Sophomore standing; minimum 2.3 GPA, 2.5 major GPA; approval of the Department of Chemistry; placement by the Career Center.

CHEM 415, CHEM 416. ADVANCED ORGANIC CHEMISTRY (1-3 EACH)

The content of the course is flexible and can be structured to meet the needs of the student. Possible orientations include: 1) a review and extension of the principles covered in Organic Chemistry, 2) a detailed treatment of the mechanisms of organic reactions, 3) a selective study of the synthesis of organic compounds, and 4) molecular orbital theory and rate processes as applied to organic chemistry. Prerequisites: CHEM 315, CHEM 316.

CHEM 427. SPECTROSCOPY (3)

A study of the classical and quantum theories of the interaction of radiation with matter, including an introduction to the Schrodinger wave equation. The absorption and emission of radiation by atoms and molecules are treated, with particular emphasis being placed on ultraviolet, visible, and infrared spectroscopy and resonance phenomena. Prerequisites: CHEM 207, CHEM 209, PHYS 201, PHYS 202 and math through calculus.

CHEM 427L. ADVANCED PHYSICAL CHEMISTRY LAB (1)

A three hour per week laboratory course that covers advanced physical chemical laboratory methods. Techniques covered include spectroscopy (infrared, NMR UV-visible absorption), surface chemistry and electrochemistry. Prerequisites: CHEM 327 and CHEM 327L. CHEM 427 or should be taken concurrently.

CHEM 428. THERMODYNAMICS (2)

A study of the principles underlying the content and transfer of energy in physical and chemical reactions. The classical laws of thermodynamics are introduced, and the concepts of free energy, entropy, work, and enthalpy are defined and subjected to a careful quantitative treatment. Prerequisites: CHEM 207, CHEM 209, PHYS 201, PHYS 202 and math through calculus.

CHEM 431, CHEM 432. SPECIAL STUDIES (1-3 EACH)

An individualized program of study that enables the student to broaden his or her background within a special area of interest through exposure to advanced concepts and experimental techniques. Usually includes laboratory work, literature search, and the preparation of a scientific report. By departmental permission.

CHEM 450. RESEARCH IN CHEMISTRY (1-3)

This course involves the student in research in chemistry. The course is given for 1-3 credits per semester and may be taken repeatedly. CHEM 392 Cooperative Education in Chemistry may be substituted for CHEM 450.

COMMUNICATIONS**COMM 202. FUNDAMENTALS OF SPEECH (3)**

A required course for all students with focus upon the skills of sending and receiving clear messages. Audience analysis, the organization of the message, listening awareness, and the management of communication apprehension are foremost among the course objectives. Students participate in communication exercises and deliver a variety of speeches of different formats.

COMM 203. INTRODUCTION TO MASS COMMUNICATION (3)

A prerequisite for all courses in the mass communications major, mass communication minor, and journalism minor. The course is designed to provide students with a general background in all facets of communication and media. Topics include print, broadcast, electronic, and institutional communication, as well as advertising, public relations, and music.

COMM 222. VOICE AND DICTION (3)

This course is designed to improve speaking thorough the understanding and application of principles for proper breathing techniques, projection, articulation, inflection, and pronunciation. Through readings in dramatic literature, poetic and prose, as well as the application of theories in vocal production, the course improves voice quality as it develops the student's reading and speaking abilities. Prerequisite: COMM 202, 203.

COMM 302. WRITING FOR THE MASS MEDIA (3)

Differences between writing for the mass media and other forms of writing are explored through subject matter, purpose, audience, and circumstance. Students write for print, broadcast, and the Web in various style formats of news, features and sports. Prerequisites: COMM 202, 203.

COMM 320. PRESENTATIONS FOR MEDIA (3)

This course emphasizes improving the individual's nonverbal communication and vocal skills for the broadcast media. Students combine broadcast theory with practical skills to enhance understanding of and performance of all types of broadcast material. Prerequisite: COMM 202 and COMM 203.

COMM 326. RADIO PRACTICUM (3)

A course in which the student, assigned a specific musical format, prepares and executes weekly programs complete with musical selections, news headlines, announcements, and a program guest. To qualify, the student must be capable of operating all studio equipment. Prerequisites: COMM 202, COMM 203. May be repeated once.

COMM 329. SOUND DESIGN (3)

A course in the creation and critique of audio productions for radio and video. The course explores both the theory and practice of acoustic communication and sound design. It considers both the aesthetics of electroacoustic communication and the social, cultural, and institutional contexts of radio broadcasting. Prerequisites: COMM 202, COMM 203.

COMM 331. INTERCOLLEGIATE FORENSICS (2)

A course which insists that competition accelerates rhetorical competencies in debate and individual events. In the former, students compete against teams from other colleges by debating topics which have been chosen at the national level. In the latter, students display their understanding of literary texts as well as current events by competing against other students in faculty-judged circumstances. In both debate and individual events, overnight travel is likely and the course may be repeated. Prerequisites: COMM 202, COMM 203.

COMM 339. PUBLIC RELATIONS WRITING AND DESIGN (3)

Collaboration with the graphic design program provides insight into the function of public relations. Effective communication strategies will include newsletters, pamphlets, brochures, and web pages as well as writing technique and style for print and broadcast. Prerequisites: COMM 202, COMM 203, COMM 302.

COMM 342. MEDIA STUDIES (3)

A course that investigates the significance of contemporary media, cultural ideals, beliefs, and values. The course considers the significance and impact of media on our experience of self, community, culture, society, and world. The course will engage students in the critical practices of reading, decoding, and interpreting cultural texts and practices. Prerequisites: COMM 202, COMM 203.

COMM 350. SINGLE CAMERA PRODUCTION (3)

A course in video production that investigates the theory and practice of single camera projects such as the news piece, the documentary, the teleplay, the commercial, the music video, the industrial video, and the public relations video. Prerequisites: COMM 202, COMM 203.

COMM 352. COMPUTER MEDIATED COMMUNICATION (3)

A course that focuses on the study, practice, and criticism of computer mediated communication. Students will develop projects using the Internet, World Wide Web, Gopher, WAIS, e-mail, and other emerging technologies. The course is designed to teach students to use effectively these technologies, to study the impact on society, and to think critically about that impact. Prerequisites: COMM 202, COMM 203.

COMM 355. ADVERTISING AND IMAGERY (3)

A course that explores the significance and influence of advertising, public relations, and public opinion on contemporary culture. Case studies in the history, institutional practice, and aesthetics of advertising, public relations, and public opinion will be studied. The course will consider the social, political, cultural, and personal dimensions of interpreting advertising, public relations, and public opinion. Course projects will include the creation and development of an advertising and public relations campaign. Prerequisites: COMM 202, COMM 203.

COMM 360. STUDIO PRODUCTION (3)

A course in video production that investigates the theory and practice of studio productions, such as news and talk shows. Attention will be given to directing and producing audio and camera for multi-camera production. Prerequisites: COMM 202, COMM 203.

COMM 392. COOPERATIVE EDUCATION IN COMMUNICATIONS (1-6)

A capstone course involving all that the student has learned during enrollment in the program. Working through the Office of Cooperative Education and coordinating plans with the communications faculty, the student engages in an intensive co-op with an appropriate agency. Prerequisite: COMM 202 and COMM 203 and written approval from the Department of Communications.

COMM 400. MEDIA LAW AND ETHICS (3)

An exploration of communication law intended to add to the student's appreciation of the legal process and its historical underpinnings. This course provides information designed to help communications specialists make informed judgments in situations with ethical and legal consequences. Prerequisites: COMM 202, COMM 203.

COMM 402. SEMINAR IN COMMUNICATIONS (3)

A senior year alternative to COMM 450, this course focuses upon topics faculty believe are of interest to those who intend to continue advanced study in the field. Topics for the seminar are announced during early registration. Prerequisites: COMM 202, COMM 203.

COMM 405. ADVERTISING WRITING AND DESIGN (3)

Professional advertising copywriting and advertising design philosophy combine to give the student background in the creation of print and broadcast advertising. Collaboration with the graphic design program allows original advertising campaigns to be developed. Prerequisites: COMM 202, COMM 203, COMM 302.

COMM 420. ADVANCED PRODUCTION (3)

A course in which students develop and produce supervised original projects in electronic media. Projects may involve broadcasting, sound design, video, and multimedia. Prerequisites: COMM 202, COMM 203, and COMM 329 or COMM 350.

COMM 435. MEDIA RESEARCH (3)

A course designed to provide students with a foundation in mass media research. The course will introduce students to a variety of methods including, but not limited to, content analysis, survey (with emphasis on demographic and ratings research), in-depth interview, and focus groups. Prerequisites: COMM 202, COMM 203.

COMM 450. INTERNSHIP IN COMMUNICATION (3)

A capstone course in experiential learning. The student engages in writing a résumé, interviewing, and participating in an intensive internship, externship, or cooperative with an appropriate agency. Students may elect to intern in Washington, D.C., in conjunction with the Washington Gateway Program. Prerequisites: COMM 202, COMM 203, and written approval from the Department of Communications. May be repeated once.

COMM 461. SENIOR PROJECT (3)

A required course for all communication seniors that brings together communication theory and practical experience into a final project and presentation. Original projects may include, but are not limited to, videos, audio tapes, papers, Web pages, and multimedia, and will be presented before the communications faculty and students. Two faculty members, selected by the student, will serve as advisors for the project. The course will serve as a final assessment of communications skills. This course is to be offered in the spring semester; students are expected to register in their last year of study.

COMPUTER AND INFORMATION SCIENCES

CIS 102. MICROCOMPUTER APPLICATIONS (3)

An introduction to contemporary microcomputer application software (including Windows) and the Shepherd computing environment. Major emphasis on word processing and spreadsheets. Students learn to use e-mail and are introduced to the resources of the Internet. The course goal is the achievement of a minimum level of computer literacy.

CIS 104. INTRODUCTION TO COMPUTER AND INFORMATION SCIENCES (3)

Provides an overview of the wide range of topics in computer and information sciences. Topics include computer number systems and theory of computation, computer hardware and organization, computer languages, programming, compilation, systems analysis and design, decision support, artificial intelligence, as well as ethical, global, and social issues.

CIS 206. INTERNET APPLICATIONS (1)

Students learn the basic skills necessary to access the Internet via the World Wide Web. Students learn basic browser commands and the use of search engines for effective Web-based research. Students learn the basics of e-mail, HTML, and the creation of Web pages.

CIS 211. COMPUTER LANGUAGE CONCEPTS (4)

A first course in the fundamentals of computer programming using a structured language. Includes basic data types, problem solving and algorithm design methods, program design, flowcharting, coding, testing, and debugging. Students learn the structured programming characteristics of subprograms, parameter passing, and modularity. Includes formal laboratory session. Prerequisite: CIS 102 and CIS 104 recommended.

CIS 287. SYSTEMS ANALYSIS AND DESIGN (3)

The system life cycle, starting with the requirements statement and ending with system extinction/replacement. Primary emphasis on the logical design phase of an information system. Includes explanations of both the traditional design approach and prototyping. Advantages and disadvantages of both approaches are examined. Prerequisite: CIS 211.

CIS 292. INTERNSHIP IN PROGRAMMING (1-6)

A form of independent study which integrates classroom study with supervised work experiences. Internships generally last no longer than a semester, and interns are not employees of the sponsoring company. Offered on a pass-fail basis.

CIS 302. WINDOWS PROGRAMMING (3)

An in-depth study of the Windows graphical user interface (GUI). Students create powerful, full-featured applications which utilize the key features of Microsoft Windows, including multiple-document interface (MDI), object linking and embedding (OLE), dynamic data exchange (DDE) graphics, and calling procedures in dynamic-link libraries (DLLs). Prerequisite CIS 211 or permission of instructor.

CIS 312. ADVANCED COMPUTER LANGUAGE CONCEPTS (4)

Examines advanced problem solving and algorithm design methods. Topics include recursion; string handling; pointers, matrices, and trees; linear lists, stacks, and queues; searching and sorting; program verification; programming projects using a modern high-level programming language. Includes formal laboratory session. Prerequisite: CIS 211.

CIS 318. OBJECT-ORIENTED PROGRAMMING WITH C++ (3)

An introduction to the C++ programming language and its use in software development. Topics include object-oriented design, classes and objects, code reusability, polymorphism and overloading, data hiding, and inheritance. Prerequisite: CIS 312.

CIS 324. INTRODUCTION TO ARTIFICIAL INTELLIGENCE (3)

An overview of artificial intelligence, its tools and techniques. Includes such subjects as fuzzy logic, non-procedural programming, basic search techniques, automated reasoning, and expert systems. Programming in Prolog or LISP and the creation of knowledge-based systems using expert system software shells. Emphasis on the application of artificial intelligence techniques to business and industrial problems. Prerequisites: CIS 211.

CIS 331. PROGRAMMING LANGUAGES (3)

The syntax and semantics of programming languages. Topics include formal specification of syntax, declarations, binding, allocation, data structures and data types, control structures, control and data flow, the implementation and execution of programs, functional programming and imperative programming. Other possible topics include nonprocedural and logic programming, object-oriented programming, and program verification. Programming projects will provide experience in a number of languages. Prerequisite: CIS 312.

CIS 332. WEB PROGRAMMING I (3)

Many applications today are being converted to use the World Wide Web as the basis for the user's interaction with the application. Creating this new form of client-server computing requires new skills, languages, and support programs. This is the first of the two-course sequence on this topic, and focuses on client-side application programming (JavaScript, Java, VBScript, ActiveX). Prerequisite: CIS 211 or permission of instructor.

CIS 334. WEB PROGRAMMING II (3)

The second course in the Web programming sequence focuses on the server-side application programming in general and database in particular. Perl, server-side includes (SSIs), and proprietary software such as Oracle Web Application Server are studied. Prerequisite: CIS 332 or permission of the instructor.

CIS 385 ASSEMBLY LANGUAGE PROGRAMMING AND COMPUTER ORGANIZATION (4)

An in-depth study of computer organization and assembly language programming. A synthesis of the logical techniques developed in earlier programming courses with a detailed study of the intricacies involved in the computer. The development of assembler language programs to solve a wide variety of problems will be the main thrust of this course. Prerequisites: CIS 312 or CIS 318.

CIS 388. DATABASE MANAGEMENT SYSTEMS (3)

The design and maintenance of a computerized database management system. Includes all operations such as design, creation, searching, sorting, and editing that must be performed on both sequential and direct access files and sets of files. Examines advantages and disadvantages of tree, network, and relational data structures. Coverage of query languages, data dictionaries, and security and privacy considerations. Prerequisite: CIS 211.

CIS 390. OPERATING SYSTEMS (3)

An introduction to the fundamentals of operating systems across computing platforms. Topics include process and storage management, protection and security, and distributed systems. Format principles are complemented with surveys of contemporary operating systems (including UNIX). Prerequisite: CIS 385.

CIS 392. COOPERATIVE WORK EXPERIENCE IN PROGRAMMING (1-6)

A supervised work experience in which the student is placed for temporary employment with a local firm or government agency which has a cooperative agreement with the Division of Natural Sciences and Mathematics. Prerequisites: 3.0 GPA in the major; 2.3 GPA overall; full-time student who has completed at least 64 hours; and the recommendation of the student's advisor.

CIS 417. ADVANCED APPLICATIONS PROGRAMMING AND FILE STRUCTURES (3)

A comprehensive programming course devoted to designing and implementing complete computerized software systems. Emphasis on advanced programming techniques such as pointers, stacks, three-dimensional arrays, and file structures and processing. Prerequisite: CIS 312 or CIS 318.

CIS 418. MANAGEMENT INFORMATION SYSTEMS (3)

An integration of the material covered in previous programming and systems courses. An examination of modern management information systems in a business setting. Topics include structured decision systems, decision support systems, information systems acquisition and management, database management systems, and the role of information processing systems in business decisions. Prerequisite: CIS 287.

CIS 419. DATA COMMUNICATIONS AND LOCAL AREA NETWORKS (3)

An introduction to the role of data communications and local area networks in a business environment. Management of data communications systems and local area networks. Special topics to be covered include fundamental communications concepts, data communications hardware, network configurations, protocols and software, microcomputers and communications, and local area networks (LANs). Prerequisite: CIS 287.

CIS 421. COMPUTER ARCHITECTURE (3)

Topics include information representation, tags, check bits, floating-point arithmetic, instruction sets, RISC vs CISC, ALU design, bit slicing, microprogrammed control, microinstruction types, microprogram optimization, cache memories, interleaved memories, communication methods, bus control and timing, input-output, programmed I/O, interrupts and DMA, parallel and vector processors, pipelines, shared vs distributed memory, interconnection networks, and hypercube computers. Prerequisite: CIS 385.

CIS 431. ALGORITHMS AND DATA STRUCTURES (3)

The topics of this course include basic tools for algorithm analysis including asymptotic notations, lower and upper bounds, and recursive relations; advanced data structures; analysis of recursive algorithms; analysis of algorithms for searching and sorting; analysis of graph and geometric algorithms; analysis of numerical algorithms; study of NP-complete problems; and study of parallel algorithms. Prerequisite: CIS 331

CIS 441. AUTOMATA THEORY (3)

Topics include regular grammars, finite automata, context-free grammars, pushdown automata, and Turing machines; introductory treatment of computable and non-computable functions; and halting problems. Prerequisite: CIS 331.

CIS 481. TOPICS IN COMPUTER AND INFORMATION SCIENCES (3)

Examines various topics in different aspects of computer and information sciences. Such topics may include microprocessor systems, performance analysis of computer systems, computer graphics, compiler design, parallel and distributed processing, computer security, expert systems, natural language processing, neural networks, or intelligent tutoring systems. Prerequisite: Consent of instructor.

CIS 485. DIRECTED RESEARCH IN COMPUTER AND INFORMATION SCIENCES (3)

Design and development of a project in some area of computer and information sciences. Each student enrolling in this course must select a computer and information sciences faculty advisor who will be responsible for approving, guiding, and evaluating the project. Prerequisite: Consent of instructor.

CIS 487. SOFTWARE ENGINEERING (3)

Introduces the Unified Modeling Language (UML) for object-oriented analysis and design, object-oriented life cycle models, testing, maintenance, and performance measurement of object-oriented software projects. Students will work in teams to develop object-oriented software projects. Prerequisite: CIS 312 or CIS 318.

CRIMINAL JUSTICE**CJST 200. INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM (3)**

Survey of law enforcement, the role, history, development, and constitutional aspects of law enforcement and public safety. A review of agencies involved in the process of the administration of criminal justice.

CJST 210. INTRODUCTION TO FORENSIC SCIENCE (3)

An introduction to the utilization of scientific methods and instrumentation in the analysis of physical evidence at crime scenes and in the laboratory. Topics include fingerprints, cast and mold development, blood and other body fluids, hair, fibers, tool marks, paint, glass and plastic fragments, ballistics, and specialized instrumentation.

CJST 220. CRIMINAL INVESTIGATION (3)

This course will examine the fundamental principles and theories of criminal investigation, with concentration on the following subjects: report writing; sources of information: witnesses, complainants, victims, observation, physical description, identification, interviews, interrogation, modus operandi, informants, surveillance, undercover techniques, crime scene search, collection, preservation, and processing of physical evidence; raids, arrest, search, seizure, and case preparation.

CJST 230. PRINCIPLES OF CRIMINAL LAW AND PROCEDURES (3)

Substantive law of crimes is reviewed thoroughly from its Anglo-American common law base and compared with the West Virginia Crimes Code. Also, the course will cover the laws of arrest and search as affected by decisions of the United States Supreme Court, various state appellate courts, and the West Virginia Supreme Court.

CJST 240. POLICE ORGANIZATION AND MANAGEMENT (3)

This course will examine the basic principles of organization and management. Federal, state, county, and municipal law enforcement agencies will be reviewed and compared with government and business administration. The important areas of leadership, planning, discipline, and contemporary police management problems will be analyzed.

CJST 260. THE CORRECTIONAL SYSTEM (3)

This course will cover the court and jury system, probation and parole, and correctional institutions including jails and the non-institutional treatment of offenders. Also legal procedures which affect the liberties of inmates, clients, and correctional staff within the institutional and community settings will be covered.

CJST 270. FIELD EXPERIENCE IN CRIMINAL JUSTICE (3)

Students will be placed in a variety of criminal justice systems including the police, courts, probation and parole, regional jails, and state penitentiaries in order to give students hands-on experience.

ECONOMICS

ECON 123. CONTEMPORARY ECONOMICS (3)

Introductory survey of modern economic issues. Economic theory is employed in the analysis of inflation, unemployment, pollution, regulation, market structure, and related topics. Economic institutions such as corporations, banking, and government are also studied. Students cannot receive credit for ECON 123 after completing ECON 205 and ECON 206.

ECON 205. PRINCIPLES OF MACROECONOMICS (3)

Introduction to fundamental economic concepts including production possibilities and economic growth, market supply and demand analysis, money, banking, and government fiscal and monetary policies. Emphasis is placed upon fluctuations in national income, employment, and the price level.

ECON 206. PRINCIPLES OF MICROECONOMICS (3)

Continuation of ECON 205. Topics include extension of supply and demand analysis, production costs and revenue analysis of firms under perfect and imperfect competition, resource markets, and international trade and finance. Selected economic problems. Prerequisite: ECON 205.

ECON 292. INTERNSHIP IN ECONOMICS (1-6)

Practical experience in local, regional, and Washington Gateway organizations such as government offices, social actions groups, and private corporations/companies. Interns learn how to translate classroom theory and methods into professional skills and opportunities. Usually offered every term. May be repeated. Prerequisite: Must have sophomore class standing with minimum 2.5 overall GPA, approval of academic department, and placement by Career Center.

ECON 301. INTERMEDIATE MICROECONOMICS (3)

An intermediate-level study of the behavior of consumers, firms, and resource owners. Input and output markets under perfect and imperfect competition. General equilibrium analysis and welfare economics. Prerequisite: ECON 206.

ECON 302. INTERMEDIATE MACROECONOMICS (3)

An examination of classical, Keynesian, and monetarist theories and their application for determining the level of and changes in national income, aggregate employment, and the average price level. Prerequisite: ECON 206.

ECON 303. MANAGERIAL ECONOMICS (3)

The application of economic tools and techniques to management decision-making. Topics include demand, cost, and profit analysis; price and output decisions; budgeting and benefit/cost analysis; and the impact of government regulation. Case studies. Prerequisites: ECON 206 and BADM 224.

ECON 304. HISTORY OF ECONOMIC THOUGHT (3)

A study of the development of economic thought from mercantilism to the present day. Contributions of great economists to economic analysis and their bearing on current theory and policy issues are emphasized. Prerequisite: ECON 206 or ECON 123.

ECON 305. MONEY AND BANKING (3)

Within a theoretical structure, an examination concerning the changing nature and dynamics of money and credit structures of American depository institutions, including their regulatory bodies. Application to monetary policies and their implications for stabilization and growth objectives. Prerequisite: ECON 206 or ECON 123.

ECON 310. PUBLIC FINANCE (3)

A study of government expenditures, sources and methods of taxation, economic effects of expenditures and taxes, and government debt policies. Prerequisite: ECON 206.

ECON 320. URBAN ECONOMICS (3)

An examination of the interactions between the spatial environment and economic activity. Focus is placed on the spatial location of economic activity, the pattern of land use within an area, and urban problems. Prerequisite: ECON 206.

ECON 325. INTERNATIONAL FINANCE (3)

Basic theories, problems, and policies of international finance, such as the international currency system, national income determination in an open economy, exchange rates theory, and balance of payments. Prerequisite: ECON 206.

ECON 326. INTERNATIONAL TRADE (3)

The study of basic theories, problems, and policies of international trade, such as comparative advantage, tariff and non-tariff, protection, barriers to trade, and factor mobility. Prerequisite: ECON 206.

ECON 330. ECONOMICS OF DEVELOPING COUNTRIES (3)

An examination of the prospects and problems of developing countries. The major theories of economic growth are explored. Issues and policies related to urbanization, agriculture, education, the environment, poverty, and international trade are analyzed from the perspective of the developing countries. Prerequisite: ECON 206 or permission of instructor.

ECON 350. GOVERNMENT AND BUSINESS (3)

Government control of business in the United States will be examined, including the roles and responsibilities of business firms and governments in a market economy; industrial concentration; antitrust; multinational corporations; regulated industries; government promotion of business; consumer protection; and environmental regulations. Prerequisite: ECON 206 or ECON 123.

ECON 392. COOPERATIVE EDUCATION IN ECONOMICS (3-9)

May be repeated for credit, but not in the same term; topic must be different. Usually offered every term. Prerequisite: Must have junior level standing with minimum 2.5 overall GPA, approval of academic department, and placement by the Career Center. Maximum of three credit hours may be used as economic elective credit by majors only.

ECON 450. SEMINAR IN ECONOMICS (3)

A summation of the major themes of economic theory along with application of certain of these theories within a policy context. Prerequisites or corequisites: ECON 301 and ECON 302.

EDUCATION**EDUC 150. SEMINAR IN EDUCATION (1)**

Introduces the prospective teacher to the study of education. Focuses on the self as learner, the nature of education, and the practical issues in the work of teaching. Based on readings and field experiences the student will develop a philosophical, historical, and practical understanding of learning and teaching. Also introduces the student to the characteristics of the teacher education program's philosophy and theme: Teacher as Reflective Problem Solver. Prerequisite to all education courses.

EDUC 200. FOUNDATIONS OF AMERICAN EDUCATION (3)

An examination of the relationship between the school as a social institution and the larger society. This is accomplished through a variety of ways, but mainly through a combination of philosophical, historical, and problem-oriented inquiry into that relationship. The assumption is that a teacher who has developed an understanding of the vital relationships between school and society is in a position to see his or her professional roles beyond the narrow confines of the classroom, and, out of such a perspective, will emerge a more sensitive and effective teacher. Pre- or corequisite: EDUC 150.

EDUC 204. HISTORY AND PHILOSOPHY OF THE MIDDLE SCHOOL (3)

A historical and philosophical analysis of American educational thought and practice relevant to the development of the middle school. The themes of the course will center on the historical development of an educational structure and curriculum having as its focus the psychological, educational, and social needs of the emerging adolescent. The course will also examine the philosophical foundation of the middle school.

EDUC 209. TECHNOLOGY FOR TEACHING I (3)

An introductory course on the use of computer-based technology for teaching in grades K-12. Projects will be designed for teacher education students to fulfill the required computer competence component of the teacher education program.

EDUC 300. HUMAN GROWTH AND DEVELOPMENT (3)

A course required of nursing students exploring the physical, social, and cognitive variables which affect the quality of professional interaction with the developing person.

EDUC 304. PSYCHOLOGY OF THE MIDDLE SCHOOL CHILD (3)

Designed to acquaint the in-service and pre-service teacher with the unique physiological, cognitive, and psychological nature of the middle school child. Using this information base, implications for appropriate teacher behavior, consistent with relevant learning and motivational theory, are examined. Permission of instructor.

EDUC 305. AUDIO-VISUAL TECHNOLOGY (3)

A foundation course designed to acquaint the student with the use of audio-visual technology for instruction and communication. The course content will consist of: 1) the historical, philosophical, and psychological reasons for the use of audio-visual technology; 2) production and use of audio-visual technology; and 3) students will obtain experience operating various audio-visual and related computer hardware and software.

EDUC 306. K-6 FIELD EXPERIENCE (2)

An independently arranged field experience in a K-4 and grade range classroom.

EDUC 307. 5-9 FIELD EXPERIENCE (2)

An independently arranged field experience in a K-4 and grade range classroom.

EDUC 308. 9-12 FIELD EXPERIENCE (2)

An independently arranged field experience in a K-4 and grade range classroom.

EDUC 310. EDUCATIONAL SOCIOLOGY (3)

Designed to acquaint the student with education as a distinctly social phenomenon subject to objective scientific analysis. A sociological perspective on education requires that the student step back from that which he or she is examining, set aside his or her personal and cultural biases, and take a long, hard look at the phenomenon of education.

EDUC 314. FOUNDATIONS OF EARLY EDUCATION (3)

A course designed to acquaint students with historic background and modern-day trends relative to the aims and content of curriculum in early education.

EDUC 319. MIDDLE SCHOOL CURRICULUM (3)

A course designed to acquaint the student with the relationship between the unique needs of the transescent child and the schooling process. Included are such variables as the nature of knowledge, of the learner, and of the schooling process. Other variables included are related to content learning.

EDUC 320. THE SOCIAL AND PSYCHOLOGICAL CONDITIONS OF LEARNING (5)

A reflective exploration of the knower (the learner), knowing (learning), the known (knowledge), and the contexts in which knowledge is constructed through teaching/learning. Includes a field component in a public school classroom. Prerequisites are specified in specialization handbooks for each program area.

EDUC 334. INSTRUCTIONAL STRATEGIES IN EARLY EDUCATION (3)

A course designed to provide students with instructional strategies and materials appropriate to instruction in a variety of early education environments.

EDUC 336. CLINICAL EXPERIENCES IN EARLY EDUCATION (3)

Clinical experiences necessary to the practical application of those approaches unique to early education. Prerequisites: FACS 304, EDUC 314, EDUC 334 or permission.

EDUC 351. INTEGRATED PEDAGOGY I (9)

Integrated Pedagogy I is the first semester of a two semester course/experience designed to promote the development of teachers who have a philosophical and principled understanding and commitment to an integrated curriculum and the practical strategies to implement such an educational program for children. This course experience occurs in the context of Shepherd College's teacher education program which is founded on the philosophy and theme Teacher as Reflective Problem Solver. Integrated Pedagogy I has both a classroom and field component. Prerequisite: Admission to teacher education program.

EDUC 352. INTEGRATED PEDAGOGY II (9)

Integrated Pedagogy II is the second semester of a two-semester sequence designed to promote the development of teachers who have a philosophical and principled understanding and commitment to an integrated curriculum and the practical strategies to implement such an educational program for children. This course experience occurs in the context of Shepherd College's teacher education program which is founded on the philosophy and theme Teacher as Reflective Problem Solver. Integrated Pedagogy II has both a classroom and field component. Prerequisite: EDUC 351.

EDUC 360. SURVEY OF EXCEPTIONAL CHILDREN (3)

A course to familiarize the student with the nature, etiology, specific characteristics, and needs of the exceptional child. The course is designed to meet basic certification requirements in those states that require a minimum of three hours of course work in special education in order to be certified. It is equally relevant to early education, elementary education, secondary education, therapeutic recreation, psychology, and nursing.

EDUC 370. CREATING LEARNING ENVIRONMENTS (4)

This is a secondary methods course designed to implement educational theory into practice. The purpose is to provide knowledge and appreciation of variables affecting positive and negative learning environments, including but not limited to the following: goals and stated expectations, decisions regarding appropriate content, planning methods, understanding of developmental characteristics of students, consideration of learning styles and various ability levels, controls of classroom climate, selection of teaching strategies, selection and creation of instructional resources, adaptation to changes in the school programs and school personnel, collaboration with colleagues, programming for exceptional children, multicultural education and issues of equity, and meaningfulness in assessment. Field experience: Three hours per week in an assigned field placement. Prerequisite: Admission to teacher education program.

EDUC 390. EXPERIENTIAL LEARNING (1-6)

The student is involved with various service learning activities. Related to the student's professional development, this experience can include peer tutoring, volunteerism, laboratory assistant, independent research, and community program. Proposal must be approved by specialization coordinator. Course is offered on a pass/fail basis. Offered every term. Minimum 50 hours of contact for each credit is required. Student can take 1 to 3 credit hours per semester not to exceed 6 credits total.

EDUC 392. COOPERATIVE EDUCATION (1-9)

Cooperative education allows students to acquire practical experience in education settings beyond the boundaries of the campus. May be repeated for credit, but not in same semester. Offered every semester. Prerequisite: Minimum 2.3 overall GPA, 2.5 in major, approval of Department of Education, and placement by Cooperative Education Office.

EDUC 400. STUDENT TEACHING SEMINAR (3)

A weekly seminar taken concurrently with student teaching. Promotes the reflective analysis of the practice of teaching in grades K-6, 5-9, K-12, 5-12, 9-12.

EDUC 407. GENERAL METHODS: MIDDLE SCHOOL (3)

Taken concurrently with Directed Teaching as part of the professional block. It is taught intensively during the first 11 to 12 days of each semester and continues through weekly seminars that are part of the Directed Teaching experience. Prerequisite: Fulfillment of all requirements for student teaching.

EDUC 418. A COMPARATIVE HISTORY OF CHILDHOOD AND ADOLESCENCE SINCE 1500 (3)

The course will provide an intellectual appreciation of the evolvement of concepts of childhood and adolescence in a historical context and serve to help students understand children and adolescents in contemporary American society.

EDUC 420. SPECIAL METHODS OF TEACHING MATHEMATICS (3)

A special methods course for secondary education majors in mathematics. An in-depth study of special methods, curriculum, problems, and techniques involved in mathematics instruction. Prerequisite: EDUC 370. Corequisite: EDUC 435.

EDUC 421. SPECIAL METHODS OF TEACHING ENGLISH (3)

Current approaches in the teaching of English in the secondary school. Topics include basic teaching procedures and approaches in composition, literature, and grammar; the secondary reading program; critical examination of recent texts; educational media in the field of language arts instruction; materials of instruction. This course is not taught every semester. Students should check in advance with department chair. Prerequisite: EDUC 370. Corequisite: EDUC 435.

EDUC 422. SPECIAL METHODS OF TEACHING SOCIAL STUDIES (3)

Designed to acquaint the student with the philosophy, aims, and methods of teaching social studies in the secondary school. This course is not taught every semester. Students should check in advance with department chair. Prerequisite: EDUC 370. Corequisite: EDUC 435.

EDUC 423. SPECIAL METHODS OF TEACHING SCIENCE (3)

Reflective problem solving in science and science teaching is the major thrust of this course. The student is introduced to or reacquainted with the goals and objectives of modern science education, including scientific literacy for all students. The constructivist approach to learn science is emphasized as students investigate, consider, select, develop, employ, and evaluate a variety of instructional methods, resources, and assessment techniques. Educational technologies currently impacting science teaching/learning are considered, as are the issues of safety and classroom and laboratory management. This course is not taught every semester. Students should check in advance with the natural sciences teaching specializations coordinator. Prerequisite: EDUC 370. Corequisite: EDUC 435.

EDUC 426. SPECIAL METHODS OF TEACHING MUSIC (3)

A course designed to aid the participants in constructing a working philosophy of music in the schools in which all music activities and courses can be viewed in proper perspective. In addition, emphasis is placed on the refining of known skills as applicable to the means by which music objectives can be realized; developing and administering the band and choral programs along with instrumental and vocal techniques; conducting such specialized music courses as music theory, history, and introduction to music; and examining appropriate teaching materials. This course is not taught every semester. Students should check in advance with department chair. Prerequisite: EDUC 370. Corequisite: EDUC 435.

EDUC 427. SPECIAL METHODS OF TEACHING ART (3)

A course designed to acquaint the student with the nature of teaching art on the secondary level. The course covers the objectives of secondary art education, the psychology of perception and learning as it applies to art, current philosophical positions in art education, and recent research within the field. This course is not taught every semester. Students should check in advance with department chair. Prerequisite: EDUC 370. Corequisite: EDUC 435.

EDUC 428. SPECIAL METHODS OF TEACHING FAMILY AND CONSUMER SCIENCES (4)

Current approaches to solving problems directly related to teaching: writing a philosophy, determining objectives, planning teaching strategies, and evaluating learning. This course is not taught every semester. Students should check in advance with department chair. Prerequisite: EDUC 370. Corequisite: EDUC 435.

EDUC 429. ADULT EDUCATION MODELS AND PRACTICES (2)

A study of the philosophy, promotion, organization, and strategies of working with out-of-school groups. Each student will participate in teaching an adult group. This course is not taught every semester. Students should check in advance with department chair.

EDUC 430. SPECIAL METHODS OF TEACHING BUSINESS EDUCATION (3)

A methods course designed to prepare the student for the teaching of business education at the secondary level. Topics include curriculum, lesson plans, objectives, exceptionality, technology, research, methodology, and techniques involved in business education instruction. The course is not taught every semester; students should check in advance with the business department head. The course is taken concurrently with EDUC 435; a minimum of 20 hours credit from courses required in the teaching field. Prerequisite: EDUC 370.

EDUC 431. SPECIAL METHODS OF TEACHING PHYSICAL EDUCATION IN THE ELEMENTARY AND SECONDARY SCHOOLS (3)

Designed to enable the student to apply the fundamental principles of learning and teaching in the area of physical education at the elementary and secondary levels. A field experience in an area public school is required. This course is offered every fall and must be taken prior to student teaching. Prerequisites: Minimum of 20 hours credit from courses required in teaching field. Prerequisite: EDUC 370. Corequisite: EDUC 435.

EDUC 432. SPECIAL METHODS OF TEACHING HEALTH EDUCATION IN THE ELEMENTARY AND SECONDARY SCHOOLS (3)

Designed to develop effective and current instructional strategies for elementary and secondary health education teachers. This course must be taken prior to student teaching. Prerequisites: Minimum of 20 hours credit from courses required in teaching field, HLTH 103, HLTH 360, HLTH 370. Prerequisite: EDUC 370. Corequisite: EDUC 435.

EDUC 435. SPECIAL METHODS PRACTICUM (2)

This is a field experience course for all students seeking certification in a secondary teacher education program. A weekly college seminar accompanies the field work. Students will arrange their field work schedules so that they may meet their individual professional development needs. A minimum of 30 hours in a public school is required. Seminar content and field tasks are

coordinated with special methods course instructors. This course must be taken concurrently with a special methods course. Prerequisites: EDUC 370 Creating Learning Environments and admission to teacher education program.

EDUC 442. READING AND LANGUAGE ARTS (3)

Methods, materials, and techniques for teaching reading and language arts in the classroom.

EDUC 443. READING IN CONTENT AREAS (3)

A course concentrating on reading instruction in the content areas of the curriculum. Attention is given to the identification of the special reading abilities required in subject matter areas. Prerequisite: Permission of instructor.

EDUC 450. STUDENT TEACHING, ELEMENTARY SCHOOL GRADES K-6 (9)

Provides an in-depth clinical experience in the public school, at the appropriate grade level, under the supervision of experienced personnel. Prerequisite: Fulfillment of all requirements for student teaching.

EDUC 453. STUDENT TEACHING, GRADES 5-9 (9)

Provides an in-depth clinical experience in the public school, at the appropriate grade level, under the supervision of experienced personnel. The extended immersion in the program of the middle school provides the student opportunities to test knowledge of the subject areas chosen and to gain competence in the teaching skills. Prerequisite: Fulfillment of West Virginia requirements for a teaching license.

EDUC 455. STUDENT TEACHING, GRADES K-12 (9)

Limited to those students in the K-12 programs of physical education, art, and music. Gives insight, through study and observation, and provides skill through planning and teaching to enable the graduates to handle successfully all types of teaching situations in secondary, middle, and elementary schools. Prerequisite: Fulfillment of West Virginia requirements for a teaching license.

EDUC 456. STUDENT TEACHING, GRADES 5-12 (9)

Gives insight, through study and observation, and provides skill through planning and teaching to enable the graduates to handle successfully all types of teaching situations in middle and secondary schools. Prerequisite: Fulfillment of West Virginia requirements for a teaching license.

EDUC 457. STUDENT TEACHING, GRADES 9-12 (9)

Gives insight, through study and observation, and provides skill through planning and teaching to enable the graduates to handle successfully all types of teaching situations in secondary schools. Prerequisite: Fulfillment of West Virginia requirements for a teaching license.

EDUC 460. SENIOR CAPSTONE SEMINAR (3)

Reflectively reviews the professional education experience through readings, study, and the development of a senior project in collaboration with one or more of the following: advisor, seminar instructor, other faculty, classroom teacher, or other appropriately designated person(s). Taken during the final semester after student teaching. Prerequisites: EDUC 400 and EDUC 450.

ENGINEERING

Engineering courses are open only to students admitted to the Engineering Transfer Program, unless permission is obtained from the director of engineering.

ENGR 101. ENGINEERING I (3)

Topics include developing engineering design and problem-solving techniques including group projects, basic engineering design concepts; basic computer-aided design (CAD) including practical engineering drawings; time management including learning and study skills; professional and ethical responsibilities; technical library and Internet research; word processing; and spreadsheet programming.

ENGR 102. ENGINEERING II (3)

Topics include computer-aided engineering (CAE); introduction to computing environment; basic computing concept and structured programming processes including algorithms, pseudo code, editing and debugging through the use of C++ and FORTRAN programming languages; introduction to numerical analysis; graphical representations; and mathematical packages.

ENGR 221. INTRODUCTION TO ELECTRICAL ENGINEERING (3)

Topics include electrical engineering units, circuit elements, circuit laws, measurement principles, mesh and node equations, network theorems, energy storage elements, RC and RL circuits, unit step response, and second order circuits. Prerequisites: ENGR 102 and MATH 207.

ENGR 222. ELECTRICAL ENGINEERING LABORATORY (1)

A laboratory course in electrical engineering, 3 hours per week, to be taken simultaneously with ENGR 221.

ENGR 224. ELECTRICAL CIRCUITS (3)

Introduction to network analysis including sinusoidal (AC) steady state, average and RMS values, phasors, polyphase systems, complex frequency, network frequency response, two port networks and transformers, Fourier methods, and Laplace Transforms. Prerequisites: ENGR 221 and MATH 208.

ENGR 225 ELECTRICAL CIRCUITS LABORATORY (1)

A laboratory course in electrical circuits, 3 hours per week, to be taken simultaneously with ENGR 224.

ENGR 241. ENGINEERING STATICS (3)

Examines engineering applications of equilibrium of forces, vector operations, couple and moment of force, resultants (2 and 3 dimensions), center of gravity and center of pressure, static friction, freebody diagrams, equilibrium trusses and frames. Prerequisite: ENGR 101. Corequisite: MATH 207.

ENGR 242. ENGINEERING DYNAMICS (3)

A course examining Newtonian dynamics of particles and rigid bodies: engineering applications of equations of motion, work and energy, conservative forces, impulse and momentum, impulsive forces, acceleration in several coordinate systems, and relative motion. Prerequisites: ENGR 241, MATH 207, and PHYS 221.

ENGR 243. ENGINEERING MECHANICS OF MATERIALS (3)

Analysis of stress, deformation, and failure of solid bodies under the action of forces including internal force resultants, stress, strain, Mohr's Circle, mechanical properties of engineering materials, generalized Hooke's Law, analysis of axial, bending and buckling loads, and combinations. Prerequisites: ENGR 241 and MATH 207.

ENGR 301. ENGINEERING THERMODYNAMICS (3)

Basic thermodynamic concepts, properties of pure substances, First and Second Law analysis of systems and control volumes are examined. Prerequisites: MATH 207 and PHYS 221.

ENGR 306. ANALOG ELECTRONICS AND LAB (4)

Semiconductors, p-n junction diodes, theory and application, bipolar junction transistors, operation biasing and BJT as an amplifier, JFETs and MOSFETs theory operation band applications, class A and C power amplifier, small-signal, low-frequency analysis and design. Laboratory to reinforce the application of various devices.) Prerequisite: ENGR 224.

ENGR 307. DIGITAL ELECTRONICS DESIGN AND LAB (4)

The design of combinational and sequential digital circuits, logic families, Boolean algebra, K-maps, VEM, MSI circuitry, state machines, ASM, timing diagrams, and CAD design. A laboratory design project is required. Prerequisite: ENGR 221.

ENGR 320. ELECTROMAGNETIC FIELDS I (3)

Vector analysis, including gradient, divergence, divergence theorem curl, and Stokes's Theorem. A study of static electric field including Coulomb's Law, Gauss's Law, electric potential, convection and conduction current, electric energy density, Poisson's and Laplace's equations, resistance, capacitance. Prerequisites: ENGR 221, PHYS 222, MATH 309.

ENGR 326. LINEAR SYSTEMS (3)

Signal types, linearity, causality, linear differential and difference equations, zero state response, zero input response, discrete time, continuous time, convolution, correlation, Laplace transforms, transfer functions, pole-zero placement, initial value theorem, final value theorem, Z-transforms, sampling, frequency domain analysis. Prerequisites: ENGR 224, MATH 310.

ENGLISH

ENGL 101. WRITTEN ENGLISH (3)

A course designed to enhance critical thinking, reading, and writing skills through exposure to a diverse range of great ideas, both Eastern and Western. Students will also study of the major types of expository writing: writing compositions developed by prescribed rhetorical modes. Prerequisite: Satisfactory score on the English Placement or satisfactory grade in Introduction to Critical Composition, ACFN 010. Prerequisite to all other English courses.

ENGL 102. WRITTEN ENGLISH (3)

A continuation of ENGL 101, with an introduction to literary types reflecting a diversity of genres (poetry, fiction, and drama) and writers; extensive practice in various kinds of expository and critical writing, with emphasis on the research paper. Prerequisite: English ENGL 101 or satisfactory score on English Placement. Prerequisite to all English courses numbered 200 or above.

ENGL 202. BACKGROUNDS OF LITERATURE (3)

A study of all forms of children's literature, with emphasis on laying foundations for lifelong enjoyment of literature, giving instruction and practice in storytelling, and establishing criteria and resources for book selection. Only candidates for the degree of Bachelor of Arts in elementary education and students with a minor or teaching field in library science may enroll in this course. Students in secondary education may, with the permission of the department chair, take this course as an elective. Prerequisite: ENGL 102.

ENGL 203. TEACHING READING AND ADOLESCENT LITERATURE (3)

Students will be exposed to reading pedagogy and the methods of teaching reading, as well as the adolescent literary canon and the reading and oral interpretation of adolescent literature. Prerequisite: ENGL 102.

ENGL 204. SURVEY OF AMERICAN LITERATURE (3)

A critical study of representative writers and works from the Colonial period to the present, reflecting a broad range of literary and philosophic ideas and the cultural and ethnic diversity of the American experience. Prerequisite: ENGL 102.

ENGL 208. SURVEY OF WORLD LITERATURE I (3)

A survey of world literature, including Ancient, Medieval, Renaissance, and chronologically comparable non-Western works. Prerequisite: ENGL 102.

ENGL 209. SURVEY OF WORLD LITERATURE II (3)

A survey of world literature, including Neoclassical, Romantic, Realistic, Modern, and chronologically comparable non-Western works. Prerequisites: ENGL 102.

ENGL 220. APPALACHIAN CULTURE (3)

Appalachian Culture will introduce students to a wide variety of creative expression from those states which constitute southern Appalachia, particularly West Virginia, Virginia, Tennessee,

North Carolina, and Kentucky. Students will study cultural stereotypes about Appalachia, unique historical and cultural forces at work in Appalachia, and the rich expression of creativity in Appalachia (including oral and written literatures, visual arts and crafts, and singing and songwriting). Prerequisite: ENGL 102 and permission of instructor.

ENGL 300. GREEK MYTHOLOGY (3)

An in-depth study of Greek mythology through discussion of significant Greek and Roman texts read in translation, with emphasis on the historical, cultural, and literary influence that Greek myths have exerted on the thinking and writing of the Western world. Prerequisites: ENGL 208 or ENGL 209.

ENGL 302. THE BIBLE AS LITERATURE (3)

A study of the various types of literature found in the Bible. Prerequisites: ENGL 208 .

ENGL 310. SURVEY OF BRITISH LITERATURE I (3)

A survey of the major works of poetry and prose of the British literature from *Beowulf* through the Renaissance. Prerequisites: ENGL 208.

ENGL 311. SURVEY OF BRITISH LITERATURE II (3)

A survey of major works of poetry and prose of the British literature from the Neoclassical through the Modern periods. Prerequisites: ENGL 208.

ENGL 315. MEDIEVAL LITERATURE (3)

A study of representative works from the major medieval genres—epic, romance, dreamvision, and drama—with special emphasis on medieval English literature, excluding Chaucer. Prerequisites: ENGL 208.

ENGL 316. MEDIEVAL DRAMA (3)

An in-depth study of medieval drama, from its beginnings in 10th-century liturgical dramatizations through the late 15th century, with an emphasis on Middle English Corpus Cristi cycles, saints' plays, and morality play. Prerequisite: ENGL 208.

ENGL 320. RENAISSANCE PROSE AND POETRY (3)

A study of the major non-dramatic poetry and prose of the English Renaissance, including works by Spenser, More, Browne, Donne, and Herbert. Prerequisites: ENGL 208.

ENGL 321. RENAISSANCE DRAMA (3)

A study of the major playwrights of the English Renaissance, excluding Shakespeare. Prerequisites: ENGL 208.

ENGL 322. HAMLET IN CONTEXT (3)

A rereading of the received text of *Hamlet* in order to consider it in terms of the Elizabethan revenge-play, the historical and political background of Shakespeare's tragic vision, the apparent source materials of the Hamlet story, and its influence on the later Jacobean stage. Works considered are Kyd's *The Spanish Tragedy*, Webster's *The White Devil*, Marston's *The Malcontent*, and well as a variety of Shakespeare's plays. Prerequisite: ENGL 208.

ENGL 330. RESTORATION AND EIGHTEENTH-CENTURY BRITISH LITERATURE (3)

A study of the intellectual ideas and the principal writers of the period, including Dryden, Behn, Pope, Swift, Johnson, Wollstonecraft, Gray, Burns, and Austen. Prerequisites: ENGL 208.

ENGL 331. RESTORATION AND EIGHTEENTH-CENTURY DRAMA (3)

A survey of the major works of British drama (both tragedy and comedy) from the Restoration through the 18th century. Prerequisites: ENGL 208.

ENGL 332. BRITISH NOVEL (3)

A study of the development of the British novel through the works of major novelists of the 18th and 19th centuries. Prerequisites: ENGL 208.

ENGL 340. BRITISH ROMANTIC LITERATURE (3)

A study of the major writers of British Romanticism, with emphasis on the social and intellectual background from which they evolved. Prerequisites: ENGL 208.

ENGL 341. NINETEENTH-CENTURY BRITISH LITERATURE (1837-1900) (3)

A study of representative selections from the major poets and prose writers of the period. The thought, content, and literary form of the selections are emphasized. Attention is given to their reflection of the chief cultural and intellectual currents of the political and social history of the era. Prerequisites: ENGL 208.

ENGL 346. AMERICAN FICTION (3)

Primarily a study of the American novel to the First World War, although key shorter works also may be included. The fiction of major 19th- and early 20th-century writers is discussed in its artistic, intellectual, and social significance. Prerequisite: ENGL 204.

ENGL 347. AMERICAN POETRY (3)

An in-depth critical study of selected American poets from the 19th and early 20th centuries with primary emphasis on the artistic achievements of each figure and on the position each holds as representative of the major literary movements in American poetry from the Romantic through the Modernist periods. Prerequisite: ENGL 204.

ENGL 355. AMERICAN ETHNIC LITERATURE (3)

A study of the literatures of various American ethnic groups, including African American, Native American, Hispanic United States, Asian American, and Appalachian literatures. Emphasis will be placed on the oral tradition of the ethnic groups and the development of written literatures, with primary emphasis on twentieth-century written texts. Prerequisite: ENGL 204.

ENGL 360. LITERATURE AND THE SEXES (3)

A study of American, British, and Continental literature by and about women, with particular emphasis on the relationship between the sexes. The course includes works by Lanier, Austen, Wollstonecraft, Brontë, Chopin, Dickinson, Ibsen, Shaw, and others. Gynocritical, deconstructive, and traditional critical approaches to the works are investigated. Prerequisites: ENGL 204 or 208 or 209.

ENGL 361. SHORT STORY (3)

A careful reading and discussion of selected short stories with the dual purpose of developing students' critical appreciation and acquainting them with the nature and development of the short story form. Prerequisite: ENGL 204 or ENGL 208 or ENGL 209.

ENGL 362. MODERN NOVEL (3)

A study of representative American, British, and European novelists of the 20th century, designed to acquaint the students with the themes, techniques, and artistic problems of the modern novel, and the relationship of the latter to the basic issues and concerns of modern people. Prerequisite: ENGL 204 or ENGL 208 or ENGL 209.

ENGL 363. MODERN DRAMATIC LITERATURE (3)

A study of the drama from Ibsen to the present day. Representative plays from Europe, Britain, and America will be read and critically interpreted. The cultural and intellectual background of modern American theater will be studied. Prerequisites: ENGL 204 or ENGL 208 or ENGL 209.

ENGL 364. LITERARY CRITICISM (3)

A historical survey of major critical trends from the Classical period through the 20th century and a study of contemporary critical theories through practical application to specific literary works. Prerequisites: ENGL 204 or ENGL 310 or ENGL 311.

ENGL 365. CONTEMPORARY LITERATURE (3)

A study of world literature from the 1950s to the present. Representative texts from Europe, Britain, North America, Latin America, and Africa will be read. Emphasis will be placed on postmodernism, postcolonialism, and the emergence of ethnic literatures. Prerequisites: ENGL 204 or ENGL 208 or ENGL 209.

ENGL 366. WOMEN IN THE ARTS AND LITERATURE (3)

A course dealing with issues of creativity and the creative process as explored in the literary, visual, and performing art of women. Class discussion proceeds from a core of literary works dealing with women and creativity: works by Austen, Rossetti, D. Wordsworth, Barrett Browning, Dickinson, Gilman, Rich, Plath, Sexton, Woolf, Drabble, Dinesen, Zelda and Scott Fitzgerald, and Walker. Prerequisites: ENGL 204 or ENGL 208 or ENGL 209.

ENGL 370. MODERN GRAMMAR (3)

A linguistic survey of the English language, its history and structure, the course utilizes traditional grammar, structural linguistics, and transformational grammar as a basis for a comprehensive understanding of how language works—both written and oral. Prerequisite: ENGL 102.

ENGL 372. ADVANCED COMPOSITION (3)

A study of techniques and extensive practice in informative, persuasive, journalistic, and contemplative writing. Prerequisite: ENGL 102.

ENGL 373. CREATIVE WRITING (3)

An applied study of basic stylistic and structural techniques characteristic of various forms of imaginative writing, analyzed in selected models, with particular emphasis given to a guided, constructive criticism of student writing submitted for class discussion. Consent of the instructor necessary for admission. Prerequisites: ENGL 204 or ENGL 208 or ENGL 209.

ENGL 375. HISTORY OF THE ENGLISH LANGUAGE (3)

A diachronic study of the English language and its linguistic heritage. Prerequisites: ENGL 310 or ENGL 311.

ENGL 377. PEER TUTORING AND COMPOSITION THEORY (3)

The course will provide a solid theoretical foundation in composition in order to enable students to improve their own writing as well as that of their peers. Students will receive practice in reading, commenting on, and assessing written work from many disciplines. Prerequisites: ENGL 102.

ENGL 405. SEMINAR IN LITERATURE I (3)

A seminar course focusing on a literary genre, movement, period, or figure chosen by the instructor and approved by the department chair. The student is expected to attend regular meetings of the seminar, participate in open discussions, and present a series of short written or oral reports related to the topic chosen for study. In addition, the student is expected to submit a major documented paper which individually investigates some aspect of the subject matter of the course as a whole. In addition to ENGL 405, students also may take ENGL 406 and/or ENGL 407 and receive three hours credit for each course successfully completed. No one of this group of courses is a prerequisite for the other two, but permission of the instructor is necessary for admission. Prerequisites: ENGL 204 or ENGL 208 or ENGL 209.

ENGL 406. SEMINAR IN LITERATURE II (3)

A seminar course with the same format and requirements as ENGL 405 but focusing on a different genre, movement, period, or figure chosen by the instructor and approved by the department

chair. In addition to ENGL 406, students also may take ENGL 405 and/or ENGL 407 and receive three hours credit for each course successfully completed. No one of this group of courses is a prerequisite for the other two, but permission of the instructor is necessary for admission. Prerequisites: ENGL 204 or ENGL 208 or ENGL 209.

ENGL 407. SEMINAR IN LITERATURE III (3)

A seminar course with the same format and requirements as ENGL 405 but focusing on a different genre, movement, period, or figure chosen by the instructor and approved by the department chair. In addition to ENGL 407, students also may take ENGL 405 and/or ENGL 406 and receive three hours credit for each course successfully completed. No one of this group of courses is a prerequisite for the other two, but permission of the instructor is necessary for admission. Prerequisites: ENGL 204 or ENGL 208 or ENGL 209.

ENGL 408. SEMINAR IN ENGLISH (1)

A review and assessment course in which students will be exposed to major literary motifs, critical ideas, and significant works and writers of each distinctive period of British, American, and world literature. The Departmental Exam or a comparable assessment instrument is given at the end of the course. Permission of department chair is necessary for admission. Prerequisites: ENGL 204, ENGL 310, and ENGL 311.

ENGL 415. CHAUCER (3)

A study of Chaucer's language and art as they are revealed in his works, primarily in *Troilus and Criseyde* and *The Canterbury Tales*. Prerequisite: ENGL 208 or ENGL 209 or ENGL 310.

ENGL 421. SHAKESPEARE (3)

A study of selected plays and the sonnets. Minor emphasis on Shakespeare's biography and Elizabethan background. Prerequisite: ENGL 208 or ENGL 209 or ENGL 310.

ENGL 423. MILTON (3)

A thorough study of the lyric and epic poems of Milton, including a detailed critical reading of *Paradise Lost*, viewed within the literary and historical contexts of Stuart and Commonwealth England. Prerequisite: ENGL 208 or ENGL 209 or ENGL 310.

ENGL 430. BRITISH LITERATURE AND THE PROMINENCE OF PLACE (3)

A cornerstone experience for any English major, minor, or individual interested in British culture or literature, the course is designed to focus on British writers whose work or renown is framed largely by the prominence of place. A travel experience to Britain will accompany the course. Prerequisite: ENGL 102 and permission of instructor.

ENGL 431. BRITISH LITERATURE TRAVEL PRACTICUM (3)

The course is designed to accompany British Literature and the Prominence of Place. Formal papers and a travel journal relating the literature course to the study tour practicum are required for the practicum. Prerequisite: ENGL 102 and permission of instructor.

ENGL 445. STUDIES IN AMERICAN LITERATURE (3)

An in-depth study of major American writers of the 19th century with primary emphasis on the artistic achievements of each figure. Some attention also is given to the development of characteristically American philosophical and social concepts as these are evidenced in the works being discussed. Prerequisite: ENGL 204.

ENGL 460. PRACTICUM IN APPALACHIAN CULTURE I (1)

The student serves as assistant and/or researcher for the Appalachian Studies Festival or he/she will further explore a research or practicum project which grows out of the Appalachian Culture course. Prerequisite: Permission of instructor.

ENGL 461. PRACTICUM IN APPALACHIAN CULTURE II (2)

The student serves in more significant role as assistant and/or researcher for the Appalachian Studies Festival or he/she will further explore, in a more profound and exhaustive degree than in the first practicum course, a research or practicum project associated with the Appalachian Studies Program. Prerequisite: Permission of instructor.

ENGL 476. PRACTICUM IN ENGLISH I (1)

The student serves as a writing tutor, proofreader for *The Picket*, or apprentice in a freshman composition class. Credit is repeatable. Prerequisites: ENGL 370 or ENGL 372 or ENGL 377 and/or permission of instructor.

ENGL 480. PRACTICUM IN THE WRITING CENTER (1)

The student assists the coordinator of the Writing Center in developing instructional materials and other resources for Writing Center tutors. Course is repeatable. Prerequisites: ENGL 377 and permission of the instructor.

ENGL 490. INDEPENDENT STUDY IN ENGLISH (3)

See Independent Study Program. All plans of study and syllabi must be approved by the Department of English. Prerequisite: Six hours of advanced work in English.

ENVIRONMENTAL STUDIES**ENVS 201. DIMENSIONS OF ENVIRONMENTAL SCIENCE I (3)**

The physical nature of ecosystems and the environmental changes resulting from human impact of planet Earth will be explored in this course. An overview of the dynamic interaction with Earth's ecosystems will be emphasized, as well as the conflicts between our resource needs and our planet's ecological balance. This course provides the student with an awareness of the ecological balance in nature and our impact on earth's resources.

ENVS 202. DIMENSIONS OF ENVIRONMENTAL SCIENCE II (3)

This course will explore the cultural dimensions of environmental change. Infrastructural changes such as demographic shifts and changing economic patterns of consumption as well as such topics as environmental justice, social impact strategies, and environmental epidemiology will be explored. This core course will provide a broad overview of people who both contribute to and react to a changing environmental landscape.

ENVS 210. INTRODUCTION TO PARK ADMINISTRATION (3)

An introductory survey of the broad spectrum of the park administration field, including the philosophies of administration; the role of parks in modern society, and their impact upon surrounding areas; and the interrelationship of parks, tourism, natural and historic environments, and leisure time. Current developments in the field will be examined. This course is essential for all students with an interest in state and federal land management agencies.

ENVS 305. ENVIRONMENTAL LAW (3)

A survey of the legal basis for environmental actions including federal legislation, the congressional rule-making process, and interpretations by the judicial system. Such areas as wildlife protection, water quality, air quality, environmental impact analysis, and land use management will be discussed. This course will provide the basis for understanding the specific legal issues associated with and management process of natural and cultural resources.

ENVS 306. ENVIRONMENTAL POLICY (3)

This course will examine historical and contemporary governmental actions which shape the management of material and cultural resources. Changing philosophies, ideologies, budgets, and leaders and their impacts upon both the public and private sector will be discussed. Students in environmental studies require a sound understanding of the nature and dynamics of environmental policy, with this course supporting the core of the environmental studies program.

ENVS 307. CULTURAL RESOURCE MANAGEMENT (3)

This course explores the investigation, recordation, analysis, and protection of cultural resources. Archeological sites, historical parks and places, archival collection, conservation and use of museum collections, architectural resources, and historical engineering works will be discussed in their relationship to protection schemes and environmental impact analysis. This core course will introduce students to the wide diversity of cultural resources relevant to environmental science.

ENVS 308. PHYSICAL RESOURCE MANAGEMENT (3)

An introduction to the physical resources encompassed within environmental studies, including but not restricted to the resources of air, water, energy, minerals, and land use. Impact analysis of resource exploitation will be a major focus, examining how our need for these resources has modified our planet. This course will be critical in developing students' understanding and appreciation of the environmental impact resulting from resource exploitation.

ENVS 309. REGIONAL GEOLOGY AND GEOMORPHOLOGY (3)

Introduction to Appalachian and Atlantic Coastal Plain geology, emphasizing the geologic history of the region, rock formations and their attendant fossil content, regional structural geology, and overall regional geomorphology. This course provides the student the opportunity to become acquainted with the geology, geomorphology, and geologic history of our region. The interplay between geology and the environment is significant and will be a major focus of the course.

ENVS 310. PARK MANAGEMENT (3)

An investigation of the theories, practices, economics, and problems fundamental to the use of land and related resources for park purposes. Also, the organization, administration, and policy of different types of parks will be examined with emphasis upon program development, park management practices, and park operation plans. This course is essential for students interested in careers with state and federal land management agencies.

ENVS 311. RESOURCE MANAGEMENT (3)

This course will focus on specific management techniques related to natural and cultural resource use and protection. Techniques related to ecosystem management including soils, waste, forests, range lands, wildlife, fisheries, coastal zones, air, toxic wastes, energy, and cultural sites will be discussed. A significant field component will be associated with this course, exposing students to real world applications and techniques in the field. This course supports electives in the resource management track.

ENVS 319. LAND USE PLANNING (3)

An introduction to urban and regional planning with a focus on land use practices implemented to protect natural and cultural resources and to create livable communities. The course will include a history of planning during the 20th century as well as current policies and practices used by state and local governments to manage growth and stimulate activities in a resource-sensitive manner. An orientation to planning for students interested in resource management or park administration is provided by this course.

ENVS 368. GEOLOGY OF NATIONAL PARKS (3)

This course provides an overview of the geology, geomorphology, and historical development of selected national parks. Special emphasis will be placed on regional parks through field trips, visits with park officials and resource managers, and discussions of environmental problems singular to parks. An application of geological method and techniques will enhance students' knowledge base, providing useful background for student interested in careers in resource management and park administration.

ENVS 401. CONCEPTS OF ECOLOGY (4)

An environmentally focused course emphasizing the varied aspects of the structure, function, and perpetuation of ecosystems. Societal impact on ecosystem structure will be considered through discussion and laboratory analysis, with the recognition of ecosystem disruption a major course

focus. Representative topic areas include analysis of aquatic marine populations, types of ecosystems, population regulation, and energy flow. Prerequisites: BIOL 101 and 102 or BIOL 208 and 209 or equivalent; ENVS 201, ENVS 202.

ENVS 440. SOLID WASTE/AIR QUALITY MANAGEMENT AND LAB (4)

An applied course focusing on solid waste standards, regulations, and the nature of solid waste and the management, monitoring, and placement criteria employed in landfill siting. Air quality standards and regulations, pollutant composition, and monitoring of pollution sources will constitute the second aspect of the course. Non-point source pollutants for air and solid waste will be considered as well as the more traditional isolated point sources. The course will include site visits and presentations by experts in specific areas of solid waste and air quality management. This course provides the student with an awareness of criteria employed in management of solid waste and air pollution, two critical areas of waste management.

ENVS 441. HYDROLOGY AND LAB (4)

This course will focus on the dynamic nature of earth's surface and subsurface waters and the impact of human exploitation of these water resources. Techniques for monitoring and analyzing both surface and subsurface waters will be presented and practically applied as part of the laboratory component. Water quality standards and the criteria on which these standards are based will also be addressed in this course.

ENVS 450. ENVIRONMENTAL INTERNSHIP (6)

A 400-hour internship with students placed within an environmental organization or industry in which they can apply their environmental background in a practical forum. Although flexible arrangements can be formulated for placement, it is preferred that the experience be completed during one summer or a semester after completion of the junior year. This will provide the student with practical experience within the field, enhancing his or her awareness of practical applications of environmental studies and will increase the student's employability.

ENVS 451. SENIOR RESEARCH SEMINAR (3)

Independent research-based course designed as a capstone for seniors. Research on a selected topic will be synthesized as a senior thesis presentation. Students will refine written and oral communication skills as well as focus on the analytical skills gained from the program as a whole. This potentially serves as a mini-internship since data may be generated from the student's association with off-campus agencies.

ENVS 490. APPLIED REMOTE SENSING (3)

An introductory course into the many varieties of remote sensing employed within the environmental sciences and applications of these techniques to field analysis. The course will focus on application of Geographic Information Systems (GIS) to the environmental sciences. These systems employ computers to store, retrieve, transform, and display spatial environmentally oriented data and have a myriad of applications in environmental studies. Remote sensing is typically employed in environmental analyses, ranging from land use to wetlands characterization, requiring the environmental studies student's awareness of these frequently applied techniques.

FAMILY AND CONSUMER SCIENCES

FACS 101. TEXTILES (3)

A study of textile fibers, yarns, and construction techniques as a basis for selecting fabrics for clothing and the home.

FACS 102. CLOTHING (3)

A course designed to develop visual identity, to apply the principles and elements of design to enhance physical assets, and to make clothing purchase decisions using available consumer information. Basic clothing construction skills are applied to projects suitable for the student's needs.

FACS 202. FOOD AND MEAL MANAGEMENT (3)

A course designed to provide proficiency in the selection and preparation of basic foods and in the planning, preparing, and serving of nutritionally adequate meals.

FACS 215. FASHION ANALYSIS (3)

A study of fashion concepts and an exploration of identified fashion variables as they relate to the fashion industry.

FACS 220. CLINICAL EXPERIENCES IN IN-HOME CHILD CARE (3)

This course provides practical experience in a family provider in-home child care setting. The student also attends a weekly seminar class and individual conference sessions with the instructor. Prerequisite: Permission of the instructor.

FACS 225. GERIATRIC NURSING ASSISTANT (5)

This course provides classroom and clinical training to care for the total patient. Course leads to certification as a geriatric nursing assistant upon passing the examination for West Virginia certification. Training is through James Rumsey Technical Institute.

FACS 230. FIELD EXPERIENCE IN A NURSING HOME (2)

Provides practical experience in working with patients in a licensed nursing home facility. A 100-hour supervised experience and attendance at a one hour weekly seminar are required.

FACS 235. FIELD EXPERIENCE IN GERIATRIC CARE (2)

Provides practical experience in working with elderly clients who live independently. A 100-hour supervised experience and attendance at a one hour weekly seminar are required.

FACS 300. MARRIAGE RELATIONS (3)

The process of marital adjustment, including the problems of dating, courtship, engagement, marriage, pregnancy, and aging.

FACS 304. CHILD DEVELOPMENT (3)

A study of the physical, emotional, social, and intellectual development of the individual from the prenatal period through the preschool years. A two-hour laboratory experience in the College nursery school is required.

FACS 306. INTERIOR DESIGN (3)

The use of basic art principles in creating beauty, expressiveness, and functionalism in interior environments.

FACS 307. FAMILY AND CONSUMER SCIENCES MANAGEMENT (3)

A study of the application of the principles of management to human and nonhuman resources in developing values and achieving individual and/or family goals.

FACS 308. HOUSING (3)

A course designed to help individuals plan for housing needs at all stages of the life cycle and at a variety of socioeconomic levels.

FACS 310. PARENTS AND CHILDREN THROUGH THE LIFESPAN (3)

A study of the relationships between parents and children from the prenatal period throughout the life cycle.

FACS 315. CULTURAL INFLUENCES ON CLOTHING (3)

An integrated approach to the study of the diverse meanings, symbolism, and significance which people attach to clothing and appearance.

FACS 318. NUTRITION (3)

A study of the functions, sources, and requirements of nutrients. Emphasis is placed on meeting the nutritional needs of individuals of all ages in a variety of situations.

FACS 403. CONSUMER ECONOMICS (3)

A study of the opportunities and responsibilities of the consumer in choosing goods and services for use in promoting individual and/or family goals. Emphasis is placed on financial planning throughout the life span.

FACS 410. SPECIAL STUDIES (1-4)

Opportunity is provided for students to do individual library or laboratory work on special problems in family and consumer sciences not included in present courses. Approval of instructor and advisor.

FACS 430. SEMINAR (2)

Survey of recent research in the field of family and consumer sciences and selection of a problem for experimentation and evaluation. Senior standing.

FACS 450. SERVICE INDUSTRY EXTERNSHIP (FASHION MERCHANDISING) (3)

Application of theoretical concepts to practical experience in retail stores. Class meetings combined with a minimum of 200 hours of work experience are required.

FRENCH**FREN 101. ELEMENTARY FRENCH I (3)**

A basic, culturally-oriented course in conversational French designed for beginning students who wish to develop skills in speaking, reading, writing, and comprehending French. Emphasis is placed on oral communication through dialogue and guided compositions. Audio and video tapes are extensively used.

FREN 102. ELEMENTARY FRENCH II (3)

A continuation of FREN 101, this course allows students to strengthen their comprehension and speaking proficiency in French by providing extensive practice in oral and written communication and self-expression and through discussions and oral presentations of readings in French and Canadian culture. Prerequisite: FREN 101.

FREN 203. INTERMEDIATE FRENCH I (3)

A review of the basic structures and phonetics of the French language studied through readings and discussions of French cultural and literary selections and enhanced through further oral communication practices, brief compositions, and oral reports. Prerequisites: FREN 101 and FREN 102.

FREN 204. INTERMEDIATE FRENCH II (3)

A continuation of FREN 203, this course is designed for more advanced students and allows them to strengthen their proficiency in French through advanced structural and oral exercises and several different kinds of writing assignments. Prerequisites: FREN 101, FREN 102, and FREN 203.

FREN 303. SURVEY OF FRENCH LITERATURE (3)

The chief periods, authors, and works of French literature from the Serments de Strasbourg to 1700. Prerequisites: FREN 101 and FREN 102 and consent of instructor.

FREN 304. SURVEY OF FRENCH LITERATURE (3)

A continuation of FREN 303 with an emphasis on the major writers and literary movements from 1700 to the present day. Prerequisites: FREN 101 and FREN 102 and consent of instructor.

FREN 401. ADVANCED GRAMMAR AND COMPOSITION (3)

An analytical study of the essential modern French forms of expression. Much emphasis is put on French syntax and its usage. The techniques of the best French writers are examined. Many themes on various topics will be written. Prerequisites: FREN 101, FREN 102, FREN 203, and FREN 204.

FREN 402. APPLIED LINGUISTICS IN ORAL FRENCH (3)

The pronunciation of French vowels, diphthongs, consonants, words, and word groups. Selections of prose and poetry are read to perfect articulation and intonation. Prerequisites: FREN 101, FREN 102, FREN 203, and FREN 204.

FREN 403. ADVANCED FRENCH CONVERSATION (3)

Organized practice in oral French. Intensive study of idiomatic expressions. Oral reports on everyday topics and on selected readings. Laboratory work. Prerequisites: FREN 101, FREN 102, FREN 203, and FREN 204.

FREN 404. FRENCH CIVILIZATION AND CULTURE (3)

The formation of the French nationality examines the geography, architecture, literature, music, science, education, and political administration of France. Prerequisites: FREN 101 and FREN 102.

FREN 419. INDEPENDENT STUDY IN FRENCH (1-3)

See Independent Study Program. All plans of study and syllabi must be approved by the department.

GENERAL SCIENCE

GSCI 101. ASTRONOMY I (4)

An introductory survey course in astronomy covering aspects of observational astronomy and the solar system. Historical developments, discoveries, and advances also will be discussed, compared, and contrasted. Three one-hour lectures and one two-hour lab per week.

GSCI 102. ASTRONOMY II (4)

This course will cover aspects of astronomy such as stellar formation and evolution, galaxies, and cosmology. Recent discoveries with fundamental implications for modern astronomy also will be explored. Three one-hour lectures and one two-hour lab per week. Prerequisite: GSCI 101.

GSCI 103. GENERAL PHYSICAL SCIENCE (4)

A survey course designed to explore the major physical phenomena in the natural sciences, encompassing a study of motion, energy, electromagnetism, waves (light and sound), and atomic and nuclear physics. The course will meet in three one-hour lectures and one two-hour laboratory session.

GSCI 104. GENERAL PHYSICAL SCIENCE (4)

A survey course in physical science encompassing astronomy, meteorology, and geology. The principles and applications presented are characteristic of introductory courses in those separate areas. Scientific approaches to problem-solving and the interdependency of the areas of science are emphasized. This course will meet in three one-hour lectures and one two-hour laboratory session.

GSCI 300. HISTORY OF SCIENCE (3)

A general survey of the progress of science from earliest times to the present. The main scientific discoveries and theories are considered in their historical perspective.

GSCI 301. GEOLOGY (4)

A combined course in physical and historical geology dealing with the composition, structure and history of planet Earth. Minerals, rocks, tectonic processes, and physical characteristics of the earth's surface will be emphasized in the physical component. Evolution, fossils, and the changing conditions and organisms throughout geologic time constitute the historical component. Three hours lecture and two hours lab per week.

GSCI 302. GENERAL ASTRONOMY (4)

A descriptive course dealing with the physical nature of the planets and stars as seen through modern astronomy. The history of astronomical observation and development of modern principles along with properties of electromagnetic radiation and gravitation are included in the course. Three hours lecture and two hours lab per week.

GSCI 303. METEOROLOGY (4)

A course dealing with the composition and structure of the atmosphere, the energy which drives it, and the physical processes involved in weather phenomena. The gathering and analysis of pertinent data are emphasized. Weather forecasting and climatology are also considered. Three hours lecture and two hours lab per week.

GSCI 306. INTRODUCTION TO OCEANOGRAPHY (3)

A survey of oceanography at an introductory level, involving the properties of sea water and its movement; the chemistry, physics, and biology of the ocean; bathymetric features and submarine geology; and oceanographic instruments and methods of collecting data.

GSCI 320. SPECIAL STUDIES IN GENERAL SCIENCE (1-3)

The study of special topics in general science of special interest to students and faculty, including those topics which may be the subjects of selected television series or other media presentations.

GSCI 350. NATURAL SCIENCE INTERPRETATION (3)

A study of the general principles of science interpretation for the lay public. Individual preparation of programs in various formats, e.g. nature walk, fireside talk, museum presentation is expected. Extensive use is made of interpretive centers in the region.

GENERAL STUDIES PHYSICAL EDUCATION (GSPE)

The general studies physical education program is part of the College-wide program of general studies. The GSPE program provides students with instruction and meaningful experiences in exercise, sport, wellness, and other lifestyle recreational activities.

All students are required to complete a minimum of two semester hours of GSPE. A course cannot be repeated or taken more than once. Those students who cannot satisfy this requirement due to a disability or other special condition should contact the chairperson of the Department of HPERs.

General Studies Physical Education Activities Courses

GSPE 100.	Adapted PE I
GSPE 101.	Adapted PE II
GSPE 104.	Low Impact Aerobics
GSPE 105.	Aerobics
GSPE 106.	Step Aerobics
GSPE 107.	Water Aerobics
GSPE 108.	Body Sculpture I
GSPE 109.	Body Sculpture II
GSPE 110.	Step Sculpture
GSPE 111.	Aerobic Boxing/Coed
GSPE 112.	Jazz Dance
GSPE 113.	Jazzercise I
GSPE 114.	Jazzercise II
GSPE 115.	Modern Dance I
GSPE 116.	Modern Dance II
GSPE 117.	East Coast Swing Dance/Men
GSPE 118.	East Coast Swing Dance/Women
GSPE 120.	Archery
GSPE 121.	Billiards I
GSPE 122.	Billiards II
GSPE 123.	Bowling

GSPE 125.	Camping
GSPE 126.	Backpacking
GSPE 127.	Orienteering
GSPE 128.	Rock Climbing/Rappelling
GSPE 130.	Canoeing
GSPE 131.	Ice Skating
GSPE 132.	Ice Hockey
GSPE 133.	Cycling
GSPE 135.	Fencing
GSPE 136.	Golf
GSPE 137.	Hiking
GSPE 138.	Winter Hiking
GSPE 139.	Jogging
GSPE 140.	Horseback Riding I
GSPE 141.	Horseback Riding II
GSPE 143.	Marching Band
GSPE 144.	Korean Martial Arts
GSPE 145.	Karate I
GSPE 146.	Karate II
GSPE 147.	Self Defense for Women
GSPE 148.	Advanced Self Defense for Women
GSPE 149.	Self-Defense/Coed
GSPE 150.	Tennis/Badminton
GSPE 151.	Intermediate Tennis
GSPE 154.	Racquetball
GSPE 156.	Softball
GSPE 160.	Swimming
GSPE 161.	Fitness Swimming
GSPE 162.	Springboard Diving
GSPE 163.	Lifeguarding
GSPE 164.	Water Safety Instructor
GSPE 165.	Lifeguard Instructor
GSPE 170.	Volleyball
GSPE 171.	Advanced Volleyball
GSPE 173.	Walleyball
GSPE 175.	Weight Training for Men
GSPE 176.	Weight Training for Women
GSPE 179.	Wrestling
GSPE 180.	Snow Skiing I
GSPE 181.	Snow Skiing II
GSPE 182.	Snow Skiing III
GSPE 200.	Exploring Leisure (PE Majors Only)
GSPE 201.	Wellness/Fitness (PE Majors Only)
GSPE 205.	The Weight Loss Program
GSPE 210.	Fitness for Life
GSPE 250.	Adult Fitness

GEOGRAPHY

GEOG 100. WORLD REGIONS (3)

Looks in-depth at the major cultural regions of the world today, early cultural influences, and limitations imposed by the physical environment. Intended for the nonspecialist, the course is an introduction to college geography. It is especially recommended for students lacking prior preparation in geography.

GEOG 101. PRINCIPLES OF WORLD GEOGRAPHY (3)

Fundamental course concentrates upon the study of humans in the different physical environments on earth. The rich diversity of human culture is outlined and emphasized. Students with a weak background in geography are strongly encouraged to take GEOG 100 before attempting this course.

GEOG 201. PHYSICAL GEOGRAPHY (3)

Focuses on the Earth's place in the solar system; continental drift theory; global energy-flow patterns; the causes and characteristics of climate, including atmospheric pressure, air and water circulation, air masses, and storms; landforms; biogeography; and climatic-biotic soil-forming processes.

GEOG 301. WORLD ECONOMIC GEOGRAPHY (3)

Involves the systems of livelihood of the industrial nations and of the Third World peasant economics. Forsaking the traditional commodities approach, this course employs the life-systems method. The geographical aspects of world food and population dynamics and of economic systems are investigated.

GEOG 400. GEOGRAPHY OF LATIN AMERICA (3)

Focuses upon pre-colonial Latin America, the colonial impact, and modern Latin America, with its multitude of cultures, environments, and civilizations. The geographical context of current social, economic, and ecological problems will be viewed.

GEOG 401. GEOGRAPHY OF EUROPE (3)

Will explore the continent of Europe and its people, with emphasis upon the rich ethnic diversity of European people and their environment. The effect of environmental changes since the Pleistocene Age upon human patterns of livelihood is examined. Folk ethnographies and informal reports will familiarize students with local regions and with topics of individual interest.

GEOG 402. GEOGRAPHY OF ANGLO-AMERICA (3)

A conventional approach to the study of the cultural and physiographic provinces of Canada and the United States. Special topics involved will include agglomeration, development of megalopolis, and matters of interregional circulation and interaction.

GEOG 403. GEOGRAPHY OF THE FORMER UNION OF SOVIET SOCIALIST REPUBLICS (3)

A study of the diverse Russian people and their state-planned economy within a geographical context. Concentration will be upon the economic planning regions, agriculture, industry, and transportation development.

GEOG 407. GEOGRAPHY OF ASIA (3)

A survey of Asia, excluding the Soviet Union, the East and South Asian cultures, and the Arab states. The physical environment, cultures, and nations' problems and potential are given balanced emphasis.

GEOG 408. GEOGRAPHY OF AFRICA (3)

A survey of the more than 40 nations of Africa, their environment, cultures, problems, and prospects.

GERMAN**GERM 101. ELEMENTARY GERMAN I (3)**

The study of fundamentals of the German language, with emphasis on pattern exercises, questions and answers, reading and discussion of stories and German dialogue; also pronunciation during classes and listening during required laboratory hours to CDs, videos, and tapes in German.

GERM 102. ELEMENTARY GERMAN II (3)

A continuation of GERM 101. Discussion and conversation in German, also extensive study of regular and irregular verbs, idioms, and readings in German prose and poetry. Prerequisite: GERM 101.

GERM 203. INTERMEDIATE GERMAN I (3)

A concentration of German grammar, verbs, and idioms, stressing pattern exercises in German, conversation, reading, and discussion of German literature, culture, and history. Prerequisites: GERM 101 and GERM 102.

GERM 204. INTERMEDIATE GERMAN (3)

A continuation of GERM 203. Grammar review and study of literature, supplemented with translations, reading, and conversation in German. Prerequisites: GERM 101, GERM 102, and GERM 203.

GERM 419. INDEPENDENT STUDY IN GERMAN (1-3)

See Independent Study Program. All plans of study and syllabi must be approved by the department.

GRAPHIC DESIGN

(Also see Art and Photography/Computer Imagery)

GRDS 171. GRAPHIC DESIGN I (3)

Introductory course designed to provide students with the basic concepts and techniques of graphic design. A variety of traditional tools and techniques are explored through numerous projects, along with an overview of the major historical developments in graphic design. Emphasis is placed on developing production skills, critical and visual aesthetics, and design strategies.

GRDS 173. GRAPHIC DESIGN I (FOR NON-MAJORS) (3)

An overview of the two-semester series providing non-design majors with the basic concepts and techniques of graphic design. For non-graphic design majors only.

GRDS 274. GRAPHIC DESIGN II (3)

A continuation of GRDS 171, with additional focus on typography, perspective, spatial relationships, and color. Prerequisite: GRDS 171.

GRDS 276. INTRODUCTION TO COMPUTER APPLICATIONS (3)

Introduction to understanding and using a computer as a major tool in the development of visual information. The Macintosh computer will be used, focusing on general system operations/utilities as well as illustration and paint software programs. Emphasis is placed on developing an understanding of the selected software programs enabling the student to work productively with them. Prerequisite: GRDS 274, PHOT 282, or permission of the instructor.

GRDS 370. ADVANCED DESIGN (3)

In-depth study of the elements and principles of design. Problems, research, and field trips are taken to reinforce understanding. Prerequisite: GRDS 276.

GRDS 373. DIGITAL PRINTING TECHNOLOGIES (3)

In-house and professional output printing methods are investigated. Projects range from digital images and electronic illustration to document layout. A variety of media for final presentation of work is covered. The digital layout, proofing, prepress check lists, and working with print shops are covered extensively. Prerequisites: GRDS 374 and ART 208.

GRDS 374. TYPOGRAPHY (3)

The course will focus on type—its legibility, readability, and use as a visual element. Type will be investigated in terms of its aesthetic possibilities and as a form of visual communication. Contemporary type structure, type usage in varied formats, and its historical influence will be topics of emphasis. Prerequisite: GRDS 276.

GRDS 377. ILLUSTRATION (3-6)

Traditional and electronic illustration tools and methods are investigated, as well as a variety of illustration formats. Both the use of illustration as an individual piece and as part of a larger, more diverse work will be explored. Prerequisite: 12 hours of graphic design, drawing/painting or photography.

GRDS 378. SEMINAR IN THE HISTORY OF GRAPHIC DESIGN (3)

An overview of significant stages in the development of the field we currently understand as graphic design. Research into historical as well as contemporary topics and issues will be undertaken. Prerequisite: 12 hours of graphic design.

GRDS 392. COOPERATIVE EDUCATION IN GRAPHIC DESIGN (1-6)

Intended to provide a bridge between the classroom and the professional world, cooperative education provides supervised work experience directly related to a student's major subject area and career goals. Placement will be in a public or private design position. May be repeated for credit, but not in the same term. Usually offered every term. Prerequisite: Junior level standing with minimum overall GPA of 2.3, 2.7 in the concentration area, approval of academic department, and placement by the Career Development Center. It is recommended that the student complete an internship prior to entering a cooperative education placement.

GRDS 400. SPECIAL TOPICS IN GRAPHIC DESIGN (3-6)

A variety of design approaches will be presented. Individually offered courses will focus on a select area of design and work toward developing the student's understanding of it. Specific projects related to topic offered. May include field trips and/or work done at a site other than Shepherd College. Prerequisites: ART 208 and GRDS 373.

GRDS 470. INTERNSHIP IN GRAPHIC DESIGN (1-3)

Offered as an extension of the student's classroom experience; students are encouraged to explore a working experience in the area of design they hope to pursue. Prerequisite: 12 hours of graphic design and a 3.0 GPA.

GRDS 479. PROFESSIONAL EXPERIENCES IN DESIGN (3-6)

Students work toward developing a professional sensibility in both their craft and their involvement in the professional world of design. Active involvement in professional organizations, contest entries, and refinements on previous projects will be expected. Field trips and guest lecturers may be part of the course. Prerequisite: 12 hours preferred within the areas of graphic design, photography, advertising, communication, and marketing, with approval of instructor.

GRDS 480. INDIVIDUALIZED STUDY/ALTERNATIVES IN GRAPHIC DESIGN (3-6)

Individual research into a specific area of design that relates to the student's interests and career goals. Topic and work required to be approved by the graphic design coordinator. Students may consider an internship instead of a self-guided research project. Prerequisite: Completion of 21 hours within the graphic design curriculum.

GRDS 481. COMPUTER APPLICATIONS IN GRAPHIC DESIGN /PHOTOGRAPHY (3)

A professional approach to the usage of design skills in the production of high profile work. Collaborations with individuals from related professions stressed. Real world jobs worked on and produced. Prerequisite: GRDS 373.

GRDS 490. CAPSTONE PORTFOLIO (3)

Senior level class to be taken in conjunction with ART 490. Students work individually on their portfolio, selecting best examples of their work and improving them to a near professional level. Self-promotion and preparation for working in the design field are covered. Prerequisite: Senior level.

HEALTH EDUCATION

HLTH 103. PERSONAL HEALTH (3)

A study of modern health problems and their solutions. Mental health and stress, drug use and abuse, fitness and nutrition, human sexuality, cancer, cardiovascular disease, environmental health, and the aging process will be discussed.

HLTH 110. WELLNESS IN THE WORKPLACE (3)

This introductory course examines the effects of Workplace Health Promotion (WHP) programs, including chemical dependency, exercise, heart disease, stress management, smoking cessation, nutrition and cancer screening on absenteeism, worker productivity and peak performance, worker satisfaction and morale, worker injury and illness, and employer costs.

HLTH 200. HEALTH AND WELLNESS (3)

Examination of activities that help individuals recognize components of lifestyles detrimental to good health, and development of principles and programs to improve quality of life.

HLTH 225. FIRST AID/CPR (3)

Provides training to enable laypersons to respond appropriately to emergency situations and teaches skills needed to manage emergency situations until professional personnel arrive. Students will learn to recognize emergencies, make first aid decisions, and provide care with little or no first aid supplies or equipment.

HLTH 300. SUBSTANCE USE AND ABUSE (3)

This course analyzes the psychological, sociological, and pharmacological aspects of drug use, misuse, and abuse. Prerequisite: HLTH 103.

HLTH 301. HEALTH AND SAFETY IN THE ELEMENTARY SCHOOL (3)

Prepares elementary education majors to teach health and safety in an elementary school. Students will study the teacher's role, nature of children in grades K-6, planning and demonstration of teaching methods.

HLTH 360. SCHOOL HEALTH PROBLEMS (3)

Enables students to recognize health problems in the home, community, and school. Strategies to help students deal with and resolve health problems are stressed. Prerequisites: HLTH 103 and at least junior class standing. Offered every third semester.

HLTH 370. COMMUNITY HEALTH EDUCATION (3)

For individuals who plan to take an active role in community health-related areas of education. Emphasis on health care, environment, health legislation, insurance, and federal, state and local health agencies. Prerequisite: HLTH 103. Offered every third semester.

HLTH 390. EXERCISE PRESCRIPTION (3)

Provides basic skills and knowledge necessary in assessment of an individual's health status and teaches students to prescribe fitness programs for lifestyle enhancement. Permission of instructor.

HLTH 420. ISSUES IN DRUG ADDICTION (3)

This course is designed to increase knowledge of substance abuse issues. It should be of special interest to law enforcement personnel, probation officers, teachers, counselors working in this field, and college students.

HISTORIC PRESERVATION

HPRE 101. HISTORIC PRESERVATION IN THE U.S. (3)

This course is designed to provide an understanding of the history of preservation in the United States, from the 19th-century effort at Mount Vernon to the landmark restoration of Colonial Williamsburg to the passage of the Historic Preservation Act in 1966. The course will also focus on the impact of preservation planning and legislation at the local, state, and federal level.

HPRE 102. HISTORIC ARCHITECTURE IN THE U.S. (3)

This course is a survey and examination of architectural styles found in the United States from the colonial period through the 20th century, with emphasis on cultural influences on American architecture.

HPRE 111. HISTORIC PRESERVATION LAW (3)

This course will offer an overview of the development of local, state, and federal historic preservation laws, with a special emphasis on the importance of the National Historic Preservation Act of 1966. Important case studies nationally and in the region will be explored, and students will be encouraged to study the practical side of preservation law as it applies to agencies and communities in the tri-state region and how those laws are enforced. Prerequisites: HPRE 101 and HPRE 102 or permission of the program coordinator.

HPRE 112. INTERNSHIP IN HISTORIC PRESERVATION (3)

An independent study that integrates the lessons learned in the classroom with supervised practical work experiences in historic preservation. Students may satisfy this requirement by working for local, state, or federal agencies (such as the national Park Service), historic preservation firms or non-profit agencies, and architects or building contractors. A final written report is required. Prerequisites: HPRE 101, HPRE 102, HPRE 201, and HPRE 202 and permission of historic preservation program coordinator.

HPRE 113. BATTLEFIELD PRESERVATION (3)

This course will survey the development of battlefield preservation in the United States, from the formation of the Gettysburg Battlefield Memorial Association in 1864 to recent efforts to expand the definition of threatened battlefields by the American Battlefield Protection program of the National Park Service. Sites from the French and Indian War to World War II will be featured, with special focus on Civil War battlefield preservation efforts since the Civil War Centennial.

HPRE 201. HISTORIC BUILDING MATERIALS (3)

This course will explore the real fabric of 18th-, 19th-, and early 20th-century buildings and their care and maintenance. The history and use of structural and finish materials will be studied through a firsthand look at the buildings of Shepherdstown and nearby Sharpsburg, along with slides and other written and visual sources. The course will emphasize not only materials, but why they were used and what they tell us about the cultural values of those who lived in the tri-state region. Prerequisites: HPRE 102 or permission of the program coordinator.

HPRE 202. HISTORIC PRESERVATION: RESEARCH METHODS AND FIELD TECHNIQUES (3)

The purpose of this course is to provide the student with a practical understanding of how to properly research, document, and record historic structures and sites, and to prepare nominations for the National Register of Historic Places. This will be accomplished through lectures, field trips, and an independent research project on a local building or site. Prerequisites: HPRE 101 or 102 or permission of the program coordinator.

HISTORY**HIST 101. HISTORY OF CIVILIZATION: ANCIENT WORLD THROUGH MEDIEVAL PERIOD (3)**

A survey of ancient and medieval civilization beginning with prehistoric humans, continuing with a study of the ancient Near East, classical Greece, the Roman Republic and Empire, and the Middle Ages with some attention to concurrent developments in the non-Western world. Emphasis is placed on their basic similarities and differences in government, religion, economics, social, cultural, and intellectual (including philosophical) development.

HIST 102. HISTORY OF CIVILIZATION: RENAISSANCE AND REFORMATION THROUGH FRENCH REVOLUTION (3)

A survey of the Early Modern period and the Enlightenment, including the Enlightened Despots, that culminates in the French Revolution. Emphasis is given to the major changes in government, economics, art, learning, literature, intellectual movements, science, and the Age of Discovery.

HIST 103. HISTORY OF CIVILIZATION: FRENCH REVOLUTION AND THE CONGRESS OF VIENNA TO THE PRESENT (3)

A survey of the French Revolution and its aftermath, of liberalism, nationalism, industrialization, materialism, and imperialism. The student will investigate 20th-century wars, international organizations, and the Third World.

HIST 201. HISTORY OF THE UNITED STATES TO 1865 (3)

Survey course examines the basic political, economic, and social forces in the formation and development of the American nation from the Colonial Period through the Civil War.

HIST 202. HISTORY OF THE UNITED STATES, 1865 TO PRESENT (3)

Course surveys the basic political, economic, and social forces in the rise of the republic from sectional conflict to a major international role. Moving from Reconstruction to the recent decade, it covers the evolution of the nation from an agrarian to an industrial society.

HIST 300. HISTORIC PRESERVATION AND INTERPRETATION (3)

Course will familiarize the student with the historic preservation policies and procedures of local, state, and national governments and of the outstanding private efforts in the field. A study of the general principles and methods of interpretation of historic phenomena to the general public will be involved. Extensive out-of-classroom use will be made of the historical resources in the local area for interpretive practice and preservation examples. Prerequisite: HIST 201/202 or consent.

HIST 302. AMERICAN COLONIAL HISTORY AND REVOLUTIONARY EXPERIENCE (3)

Course will examine the motivations and background of European exploration and settlement; the political, social, and intellectual development of the English colonies in America; the imperial role and reaction; the ideological and legal basis of revolution; and the American Revolution and its result.

HIST 303. THE EARLY REPUBLIC, 1781-1850 (3)

Emphasis will be on the growth and development of the American Republic in the Confederation Period, the early National Era, the so-called Era of Good Feelings, and the Jacksonian Era.

HIST 304. THE AMERICAN CIVIL WAR AND RECONSTRUCTION (3)

A study of the events leading up to the Civil War, the war itself, and the immediate aftermath. The emphasis in the course is placed on the period between 1860 and 1865. Prerequisite: HIST 201 or its equivalent.

HIST 305. HISTORY OF THE LOWER SHENANDOAH VALLEY (3)

This regional course investigates historical development within the national context. It examines geographical features; early explorations and settlement; the colonial influences in migration, politics, and economy; antebellum matters such as slavery, transportation, and cultural manifestations; the American Civil War; Reconstruction, the farmer's revolt, and industrialization; the limestone and orchard industry; and the 20th-century impact. Some attention is devoted to regional literature as it reflects historical character and biography of major personalities.

HIST 309. WEST VIRGINIA AND THE APPALACHIAN REGION (3)

Emphasis upon the development of western Virginia and the state of West Virginia. This course will examine the general geographical, political, and economic aspects of the southern Appalachian region. The impact upon the Mountain State of the patterns of settlement, the heritage of sectional conflict, the statehood movement, legal and political developments accompanying the assimilation of the area into the national economy, and national events will be considered. The student will view the current problems of the area and contemporary Appalachian society.

HIST 310. THE GILDED AGE AND PROGRESSIVE ERA (3)

Course will encompass the domestic development of modern America from the end of Reconstruction through the New Freedom program of Woodrow Wilson.

HIST 311. ECONOMIC HISTORY OF THE UNITED STATES (3)

This survey course traces the historical development of the American economy from the Colonial Period to the 20th century. Based on the broad social, cultural, and legal context of economic growth, it devotes attention to the major historiographical debates about various phases of United States economic history.

HIST 312. AMERICAN HISTORY IN AN ERA OF CRISES, 1917-1945 (3)

A survey of important social, cultural, economic, and political trends and events in the United States from World War I to the end of World War II.

HIST 314. RECENT UNITED STATES HISTORY, 1945 TO PRESENT (3)

A survey of important social cultural, economic, and political trends and events in the United States since the end of World War II.

HIST 318. UNITED STATES AND WORLD WAR II

Covers the event leading to the war, the major campaign, and the effects of the war on the home front. Major emphasis is upon military strategy and the campaigns.

HIST 320. SUB-SAHARAN AFRICA (3)

An interdisciplinary examination of Sub-Saharan Africa, including the great migrations, the genesis of modern Africa in the nineteenth century, the impact of imperialism, and the rise and consequences of nationalism.

HIST 329. THE RENAISSANCE AND REFORMATION (3)

A study of Renaissance politics, literary and intellectual contributions, and the conditions of social and religious unrest which led to the successes and failures of the Reformation.

HIST 330. HISTORY OF EARLY CHRISTIANITY (3)

A history of early Christianity with a strong emphasis on its Judaic and Greek roots. Stress will be placed on geographical spread, significant persons, philosophies, governments, and theological concerns (also listed as RELG 330).

HIST 331. ANCIENT CIVILIZATION (3)

The process by which civilizations develop and the application of this process to the ancient civilizations of the Mediterranean with special emphasis on the Hebrew and the classical civilizations of Greece and Rome. Prerequisite: HIST 101 or its equivalent.

HIST 332. MEDIEVAL HISTORY (3)

Concerns the development of Western traditions during this formative period of history from the fall of Rome to the Renaissance. Emphasis is placed on the development of the Christian Church and philosophy, the barbarian invasions, the crusade, and the formative beginnings of nation-states. Prerequisite: HIST 101 or its equivalent.

HIST 333. MODERN EUROPEAN HISTORY (3)

The political, economic, and intellectual achievements and failures of Europe from the time of the French Revolution to the coming of World War I, including the impact of European contact with the non-European world. Prerequisite: HIST 102 or its equivalent.

HIST 337. HISTORY OF WOMEN IN EUROPE (3)

An examination of issues in the political, intellectual, cultural, social, and economic history of European women from the Middle Ages to the present.

HIST 402. DIPLOMATIC HISTORY OF THE UNITED STATES (3)

A survey of the development of the foreign policy of the United States from Colonial times to the present.

HIST 404. THE CONTEMPORARY WORLD SINCE 1929 (3)

Concerns political and intellectual events since the Great Depression and their impact on the contemporary scene.

HIST 405. INTRODUCTION TO AFRICAN-AMERICAN HISTORY (3)

An examination of the African and West Indian background of slave trade; the institution of slavery in antebellum United States; the effects of Civil War and Reconstruction; the pursuit of self-help and democracy and repression; and the black renaissance and revolution. Attention will be devoted to historical development of the African in American cultures other than the United States. Prerequisites: HIST 201 or 202 or their equivalent.

HIST 407. HISTORY OF ENGLAND TO 1603 (3)

A survey of British civilization from the Roman Conquest through the Tudor Age with emphasis on political, economic, social, and cultural developments.

HIST 408. HISTORY OF ENGLAND SINCE 1603 (3)

A survey of British civilization from the Stuarts to the present, continuing the political economic, social, and cultural developments. Emphasis will be placed on Britain's emerging role in world affairs.

HIST 410. HISTORY OF RUSSIA TO 1855 (3)

A survey of medieval and early imperial Russia with special emphasis on political, social, economic, and cultural developments.

HIST 411. LATIN AMERICAN HISTORY (3)

The colonial period, the independence movement, rise of national states, national and international developments to the present.

HIST 412. HISTORY OF RUSSIA SINCE 1855 (3)

A survey of late imperial and Soviet Russian history with special emphasis on political, social, economic, and cultural developments.

HIST 413. TECHNIQUES OF RESEARCH (3)

An opportunity for independent study and preparation for graduate work. Included are methodology, historiography, and extensive work with source materials. This course is recommended for both history and political science majors. By permission of the instructor.

HIST 414. HISTORY OF THE BYZANTINE EMPIRE AND MEDIEVAL ISLAM I (3)

A study of the political, religious, and cultural institutions of the Byzantine Empire from Constantine the Great to the end of the Macedonian epoch in 1081, and of the foundations of Islam and the development of its empire to 1055.

HIST 415. HISTORY OF THE BYZANTINE EMPIRE AND MEDIEVAL ISLAM II (3)

A study of the political, religious, and cultural institutions of the Byzantine Empire, 1081-1453 (from the Comneni emperors to the fall of Constantinople), and of the Persian, Seljuk, and Ottoman Turkish states.

HIST 420. MODERN EAST ASIA (3)

The response of China, Japan, and Korea to the challenge of the West during the nineteenth and twentieth centuries.

HIST 425, HIST 426. READINGS IN AMERICAN AND WESTERN HEMISPHERIC HISTORY (3 each)

Course will be devoted to the extensive reading of standard and classic monographs, biographies, or articles on selected American or Western Hemispheric topics. The specific topics and presiding professor will be announced prior to registration periods.

HIST 427, HIST 428. READINGS IN EUROPEAN AND WORLD HISTORY (3 each)

Devoted to the extensive reading of standard and classic monographs, biographies, or articles on selected European and World topics. The specific topics and presiding professor will be announced prior to registration periods.

HOTEL-MOTEL AND RESTAURANT MANAGEMENT**HMRM 111. INTRODUCTION TO THE HOSPITALITY INDUSTRY (3)**

A survey course designed to acquaint the student with a brief history of the hospitality industry and provide an overview of the industry and how the various segments relate.

HMRM 115. SAFETY AND SANITATION IN THE FOOD SERVICE INDUSTRY (3)

A course designed to emphasize the responsibility that the food service manager and the food service worker have to the public in providing safe and sanitary food to the consumer.

HMRM 200. CULINARY LANGUAGE (2)

This course provides instruction in foreign language terminology used for menus and recipes from countries other than the United States. The student will learn the terminology of the most frequently used words in the food service industry. Menu writing and translation as well as correct pronunciation will be required as part of vocabulary acquisition.

HMRM 207. SURVEY OF FOOD SERVICES (3)

Organization and basic operation of various types of quality food services including fundamentals of preparation and meal planning, food production, and service standards and techniques. Practice in evaluating food service installations.

HMRM 250. EXTERNSHIP IN FOOD SERVICE (3)

An application of the theoretical concepts gained in the classroom in a restaurant situation. Each student will be assigned to a restaurant for a minimum of 200 hours. May be repeated once.

HMRM 303. LODGING MANAGEMENT (3)

A study of operations within the lodging industry covering all departments involved in front office management.

HMRM 309. FOOD PRODUCTION SYSTEMS (3)

Recognition and achievement of quality in development of systematic relationships between items, time, labor, equipment, and costs in quantity food production. Quality procurement policies for food, beverages, and related items.

HMRM 380. INTERNATIONAL TOURISM AND HOSPITALITY (3)

This course is the study of the international hospitality industry. The tourism industry analysis includes such areas as destination sites, logistic channels, marketing and PR, costs and cultural differences, and necessary flexible adjustments to meet the international customer demands and wants. Prerequisites: Junior standing, BADM 340. Same as BADM 380.

HMRM 392. COOPERATIVE EDUCATION IN HOTEL-MOTEL AND RESTAURANT MANAGEMENT (1-9)

May be repeated for credit, but not in the same term; topic must be different. Usually offered every term. Prerequisite: Must have junior level standing with minimum 2.5 overall and 2.75 major GPA, approval of academic department, and placement by the Career Center.

HMRM 490. SERVICE INDUSTRY EXTERNSHIP (FOODS) (3)

To apply theoretical concepts gained in the classroom, each student will be assigned to a restaurant for a minimum of 200 hours of supervisory or managerial experience along with a number of meetings with the professor. Prerequisite: Junior or senior standing or permission.

HMRM 492. SERVICE INDUSTRY EXTERNSHIP (HOTEL AND MOTEL) (3)

To apply theoretical concepts gained in the classroom, each student will be assigned to a hotel/motel complex for a minimum of 200 hours of supervisory or managerial experience along with a number of meetings with the professor. Prerequisite: Junior or senior standing or permission.

JOURNALISM

Also see COMM 212, 340, 400 and ENGL 370 and 372.

JOUR 204. INTRODUCTION TO PRINT JOURNALISM (3)

A foundations-level course in the journalism minor which is intended to emphasize the history of print journalism and explain the impact of the electronic media. The basics of writing, editing, and page layout will be central to the course. Newspapers and news magazines will also be discussed. Prerequisite: ENGL 101.

JOUR 316. MAGAZINE WRITING (3)

A survey of the world of magazine writing, which helps students learn how to generate story ideas, aim query letters at specific publications, deal with issues of the writer-editor relationship, and carry out the research, drafting, and marketing of full-length feature stories. Prerequisite: ENGL 101.

JOUR 444. PRACTICUM IN 'THE PICKET' (3)

The purpose of this course is to provide supervised experience in all phases of reporting and writing for a newspaper as well as edition, planning, and production of the student newspaper, *The Picket*. The focus will be on the basic skills required of the journalism profession. Prerequisite: Permission of coordinator of the print journalism minor. May be repeated.

JOUR 445. PRACTICUM IN PRINT JOURNALISM I (1)

The student serves on *The Picket* staff for one semester, fulfilling a variety of administrative tasks. Prerequisite: Permission of coordinator of print journalism minor. May be repeated.

JOUR 451. INTERNSHIP IN PRINT JOURNALISM (3)

A capstone course involving all that the student has learned during enrollment in the program. Working through the Washington Semester Program or with a local newspaper, the student engages in an internship with a professional newspaper. Prerequisite: Prior written approval from the coordinator of print journalism minor.

LIBRARY SCIENCE

LBSC 100. INFORMATION RESEARCH METHODS (2)

A practical introductory course designed to familiarize the student with resources, methods, and procedures common to libraries and other resource centers. Open to all students.

MASS COMMUNICATION

(See Communications)

MATHEMATICS

MATH 101. INTRODUCTION TO MATHEMATICS (3)

A systematic approach to organized reasoning by study of the rudiments of logic. Study of the structure of various mathematical systems and operations defined on these systems. An analysis and discussion of the uses of such systems. The counting techniques of permutations and combinations may be considered. Prerequisite: ACFN 070 and ACFN 080, or ACFN 090 or satisfactory placement score.

MATH 105. ALGEBRA (3)

Topics in college algebra including properties of the real numbers; radicals and rational exponents; operations on polynomials and rational expressions; solution of linear and quadratic equations and inequalities; functions, including graphs and composite functions; properties of linear functions; systems of linear equations and inequalities; logarithmic and exponential

functions; introduction to matrices. This course does not fulfill the general studies requirement in mathematics. Prerequisite: ACFN 070 and 080, or ACFN 090 or satisfactory placement score.

MATH 106. TRIGONOMETRY (3)

A study of the trigonometric functions and identities, multiple angle formulas, inverse trigonometric functions, deMoivre's theorem and complex numbers, applications. Prerequisite: MATH 105 or satisfactory placement score.

MATH 108. PRECALCULUS (3)

Topics in algebra which will prepare students for the study of calculus, including complex numbers, graphs of nonlinear functions and relations, conic sections, theory of equations, graphical and algebraic solutions of nonlinear equations, solutions of exponential and logarithmic equations, sequences, series, and summations, binomial expansion, mathematical induction, determinants, and introduction to analytic geometry. Prerequisite: MATH 105 or satisfactory placement score.

MATH 111. MATHEMATICS OF FINANCE (3)

This course examines principles of interest and discount, annuities and insurance, amortization, bonds and similar topics. This course does not fulfill the general studies requirement in mathematics.

MATH 154. FINITE MATHEMATICS (3)

Mathematical models for the analysis of decision-making problems are examined. Topics include the echelon method for solving linear equations, matrix manipulations, optimization by linear programming including the simplex method, risk decisions using probability, expected value, and statistics. Additional topics may be chosen from network models or game theory. Prerequisite: ACFN 070 and ACFN 080, or ACFN 090 or MATH 105 or satisfactory placement score.

MATH 200. COLLEGE GEOMETRY (2)

The course offers a survey of classical Euclidean geometry with reference to non-Euclidean geometry. Both informal and formal geometry are introduced emphasizing the use of algebra. Constructions and curve tracing are integrated throughout various topics. Deductive logic and use of truth tables are examined in applied situations. Prerequisite: MATH 108 and one year of high school geometry or consent of the instructor. Required for all mathematics teaching programs.

MATH 205. CALCULUS WITH APPLICATIONS (4)

Topics in differential and integral calculus, with stress on their applications in business, biology, social, and behavioral sciences. Prerequisite: MATH 105 or MATH 154 or consent of the instructor.

MATH 207. CALCULUS I (4)

Fundamental concepts of calculus, using analytic geometry. After preliminaries about the real number system, intervals, and functions, properties of limits are carefully stated. These are used to develop standard differentiation formulas. Applications of the derivative (as a rate of change) are stressed in a wide variety of problems. Introduction to integration via anti-differentiation and area and the fundamental theorem. Applications of the integral (volumes, arc length, surface area, etc.) Prerequisite: MATH 108; prerequisite or corequisite: MATH 106 or satisfactory placement score.

MATH 208. CALCULUS II (4)

Continuation of MATH 207. Calculus of exponential, logarithmic, and trigonometric functions; techniques of integration. Review of conic sections in standard form and in rotation. Polar coordinates, l'Hôpital's rule, improper integrals, infinite series, and Taylor series. Prerequisite: MATH 207.

MATH 254. DISCRETE MATHEMATICS (3)

Topics from modern mathematics with particular emphasis on those with applications to computer science. Logic, sets, number systems and number theory, enumeration, graphs and trees, matrices, finite algebraic systems, and analysis of algorithms are examined. Prerequisite: MATH 108 or MATH 154.

MATH 280. SYMBOLIC LOGIC (2)

Classical introduction to Aristotelian logic using truth tables or Venn diagrams. Application to Boolean arithmetic and algebra. Positive and negative logic as in gate structures for digital circuits. Prerequisite: MATH 105, MATH 154, or MATH 101.

MATH 290, 291. PRACTICUM IN MATHEMATICS TEACHING (1 EACH)

Practical experience in teaching mathematics will be provided in a tutorial setting, under the guidance and supervision of a faculty member. Two or three hours of student-tutor interaction will be arranged each week. Prerequisite: MATH 207.

MATH 300. MATHEMATICS FOR ELEMENTARY TEACHERS (3)

An in-depth study of the elementary curriculum content examining methods, problems, and techniques involved in mathematics instruction. Prerequisite: MATH 101.

MATH 307. INTRODUCTION TO LINEAR ALGEBRA (3)

The course begins with a study of linear systems, using matrices and determinants to solve them. Vector spaces are treated axiomatically and discussed geometrically. Linear transformation of vector spaces and their matrix representations are considered. Finally eigenvectors and eigenvalues are considered with applications. Prerequisites: MATH 154 or MATH 254, and MATH 207 or MATH 205.

MATH 309. CALCULUS III (4)

Continuation of MATH 208. Vectors in the plane and in space, parametric equations, solid analytic geometry. Calculus of functions of several variables including partial derivatives, multiple integrals, and their applications. Prerequisite: MATH 208.

MATH 310. DIFFERENTIAL EQUATIONS (4)

Examines first order ordinary differential equations (e.g. exact, separable, Bernoulli, homogeneous), direction field, numerical solution; higher order equations including the methods of Lagrange and undetermined coefficients; Laplace transforms; systems of first order equations; introduction to Fourier series; and applications in the physical and biological sciences. Prerequisite: MATH 208.

MATH 312. INTRODUCTION TO ABSTRACT ALGEBRA (3)

Introduction to algebraic structures such as groups, rings, and fields. Formal development of their properties, complemented by examples and applications. Prerequisites: MATH 208 and MATH 254.

MATH 314. STATISTICS (3)

This course, for those needing knowledge of statistical methods and the interpretation of statistical data, examines frequency distributions, measures of central tendency and dispersion; hypothesis testing using z , t , and chi-square tests; and correlation. Both discrete and continuous data are presented emphasizing a wide selection of applied problems. Students may not receive credit for both this course and BADM 224. Prerequisite: ACFN 070 and 080, or ACFN 090 or MATH 105. Recommended additional preparation: MATH 154 or MATH 108.

MATH 317. COMPUTATIONAL MATHEMATICS (3)

A laboratory-based course treating topics in mathematics using a "computer algebra" system. A study of the fundamentals of a symbolic manipulator system, such as Mathematica and Maple which can display factoring as well as derivative and integral formulas. Applications include solution of problems arising in calculus, graph theory, number theory, statistics, and sciences. Prerequisite: MATH 207 or 205.

MATH 318. NUMERICAL ANALYSIS (3)

A study of numerical methods applied to such problems as the solutions of equations, interpolation, differentiation, integration, and solution of differential equations. Emphasis on obtaining solutions with computer programs. Prerequisite: MATH 208.

MATH 321. PROBABILITY AND STATISTICS (3)

Topics include axioms for probability; random variables, discrete and continuous probability distributions; expected value; functions of random variables; covariance; conditional probability; independence; confidence intervals; tests of hypotheses: normal, t , signed-rank, chi-square tests; linear regression and correlation. Prerequisite: MATH 207 or MATH 205. Recommended additional preparation MATH 208.

MATH 392. COOPERATIVE EDUCATION IN MATHEMATICS (3-9)

Cooperative Education is a form of education which integrates classroom study with paid, planned, and supervised work experiences in the public and private sectors. Cooperative education allows students to acquire essential, practical skills by being exposed to the reality of the work world beyond the boundaries of campus, enhancing their self-confidence and career direction. Co-ops may extend beyond the semester and may be paid positions. A co-op must have an academic component. A cooperative education agreement is signed by the employer supervisor, the faculty supervisor, and the student. The co-op may be repeated for credit, but not in the same term; the topic must be different. Prerequisite: Sophomore standing; minimum 2.5 overall GPA; approval of Mathematics and Engineering Department; placement by Career Center.

MATH 404. NUMBER THEORY (3)

An introductory course in number theory with emphasis on the classical theorems and problems. Prerequisite: MATH 307 or MATH 312.

MATH 405. TOPICS IN MODERN MATHEMATICS (3)

A course designed to acquaint the advanced student with certain topics outside the traditional course in mathematics. Prerequisite: Consent of instructor.

MATH 409. INTRODUCTION TO COMPLEX VARIABLES (3)

The course begins with the arithmetic of complex numbers, including powers, roots, and polar representation, with special emphasis on the geometric view. Several function classes are studied in the setting of the complex plane, especially linear, linear fractional, exponential, logarithmic, and trigonometric. Includes basic notions from calculus, particularly limits, continuity, and the derivative, are reexamined in the complex setting. Special attention is given to the properties of analytic functions, harmonic functions, and the Cauchy-Riemann equations. Applications are considered in areas such as steady state temperature patterns and electrostatic potentials. The latter part of the course deals with contour integration techniques, power series representation, and the classic theorems on analytic functions of a complex variable. Prerequisite: MATH 309 or permission of instructor.

MATH 410. ADVANCED CALCULUS (3)

A thorough examination of the fundamentals of elementary calculus and its extensions, with emphasis on interrelation with other areas of mathematics, and upon various applications. Prerequisites: MATH 309; MATH 307 or MATH 312.

MATH 413. QUANTITATIVE METHODS (3)

See BADM 413 in Business Administration course listings.

MATH 414. HISTORY AND DEVELOPMENT OF MATHEMATICS (3)

A capstone course requiring mathematical maturity. A survey of mathematical topics dating from ancient times, with emphasis on the development of numbers, algebra, theory of planetary motion, and non-Euclidean geometry. In preparation for a comprehensive test, a structured review of core mathematical ideas and techniques will be included. Prerequisite: MATH 208, (301 or 312), and permission of instructor.

MATH 415. INTRODUCTION TO TOPOLOGY (3)

Study of the properties of regions unaffected by continuous mappings. Includes consideration of open and closed sets, interior and boundary of a set, and neighborhood systems; motivation for concrete applications of the idea of a topological space and its separation properties. Other topics may include various applications of the notions of convergence and compactness. Prerequisites: MATH 207; MATH 307 or MATH 312.

MATH 424. FOUNDATIONS OF GEOMETRY (3)

A careful axiomatic development of certain parts of elementary Euclidean and non-Euclidean geometry. The examination of the axiomatic method as an important pattern of thought. Prerequisite: MATH 207 or MATH 254.

MATH 425. PROJECTIVE GEOMETRY (3)

Homogenous coordinates, higher dimensional spaces, conics, linear transformations and quadric surfaces, and similar topics are examined. Prerequisites: MATH 200 or MATH 424; MATH 307 or MATH 312.

MATH 430. INDEPENDENT STUDY (1-3)

Under certain conditions, advanced students may be admitted to independent study in mathematics. See detailed requirements elsewhere in the *Catalog*.

MUSIC

Private Applied Music Lessons: Private instruction is offered on eight levels for the following instruments and aims to develop individual proficiency in technique and interpretation through the study and performance of the various styles found in the literature appropriate to the instrument studied. Students receive one-half credit for a weekly 25 minute lesson, one credit for a weekly 50 minute lesson. Prerequisite: Permission of Music Department. Music fee required.

MUAP 340. PIANO (.5-1)

MUAP 341. ORGAN (.5-1)

MUAP 342. GUITAR (.5-1)

MUAP 343. BASS GUITAR (.5-1)

MUAP 344. VOICE (.5-1)

MUAP 345. FLUTE (.5-1)

MUAP 346. OBOE (.5-1)

MUAP 347. CLARINET (.5-1)

MUAP 348. BASSOON (.5-1)

MUAP 349. SAXOPHONE (.5-1)

MUAP 350. TRUMPET (.5-1)

MUAP 351. FRENCH HORN (.5-1)

MUAP 352. TROMBONE (.5-1)

MUAP 353. EUPHONIUM (.5-1)

MUAP 354. TUBA (.5-1)

MUAP 355. PERCUSSION-DRUM SET (.5-1)

MUAP 356. PERCUSSION-ORCHESTRA (.5-1)

MUAP 357. STRINGS (.5-1)

MUAP 397. JUNIOR RECITAL (.5-1)

During the junior year students pursuing a Bachelor of Arts degree in music with a concentration in performance are required to present a recital on their major instrument. Students pursuing a Bachelor of Arts degree in music with a concentration in composition are required to present a program of original compositions. Music fee required.

MUAP 427. ADVANCED CONDUCTING - CHORAL (.5-1)

Further refinement of choral music conducting skills through private study. May be repeated for credit. Prerequisite: MUSC 327. Music fee required.

MUAP 428. ADVANCED CONDUCTING - INSTRUMENTAL (.5-1)

Further refinement of instrumental music conducting skills through private study. May be repeated for credit. Prerequisite: MUSC 328. Music fee required.

MUAP 430. COMPOSITION (1-3)

Creative writing for a variety of media with an emphasis on developing skill and expertise in a variety of styles. May be repeated for credit. Prerequisite: MUSC 206. Music fee required.

MUAP 450. ORCHESTRATION/ARRANGING (.5-1)

A study of the art of scoring for the orchestra, wind ensemble, and other instrumental ensembles. Original compositions and arrangements for these groups are written. Prerequisite: MUSC 205. May be repeated for credit. Music fee required.

MUAP 497. SENIOR MUSIC ACTIVITY (1)

All music majors are required to complete a senior music activity during the final year. Prior to the middle of the second semester of junior standing, a determination as to the nature of the activity is made by the student's advisor after consultation with the other music staff members. The Senior Music Activity will assume the form of a recital, lecture-recital, project, or recital-project. Details are on file in the office of the department chair. Music fee required.

Music Ensembles**MUEN 360. BAND (1-3)**

The reading and performance of band literature and the participation in campus and off-campus concerts and programs. Activities include marching band, wind symphony, and wind ensemble. Variable credit as to the student's responsibilities in the band-.

MUEN 361. EURYTHMICS IN MUSIC ENSEMBLE PERFORMANCE (1)

Designed to provide a means through which students may learn to perform eurythmics and closely related movement activities with music ensembles. Permission of the band director.

MUEN 362. JAZZ ENSEMBLE (1)

The study and performance of jazz-rock music for the large ensemble. Idiomatic phrasing, interpretation, and improvisation are emphasized. Audition required.

MUEN 363. JAZZ COMBO (1)

Improvisational performance in the small combo setting and the development of a jazz and standard tune repertoire for both instrumentalists and vocalists is the focus of this course.

MUEN 364. WOODWIND ENSEMBLE (1)

The study of woodwind chamber music through performance. Ensemble instrumentation will vary from two to twenty-five as literature and enrollment dictate. Permission of the instructor.

MUEN 365. FLUTE ENSEMBLE (1)

The study of flute ensemble music through performance. Permission of the instructor.

MUEN 366. SAXOPHONE QUARTET (1)

The study of saxophone quartet ensemble music through performance. Permission of the instructor.

MUEN 367. BRASS ENSEMBLE (1)

A study of contemporary and earlier periods of brass literature. For two or more members. Permission of the instructor.

MUEN 368. TRUMPET ENSEMBLE (1)

The study of trumpet ensemble music through performance. Permission of the instructor.

MUEN 369. TROMBONE ENSEMBLE (1)

The study of trombone ensemble music through performance. Permission of the instructor.

MUEN 370. TUBA ENSEMBLE (1)

The study of tuba ensemble music through performance. Permission of the instructor

MUEN 371. PERCUSSION ENSEMBLE (1)

Emphasis is placed on multiple-percussive techniques and literature. Permission of the instructor.

MUEN 372. GUITAR ENSEMBLE (1)

Designed to provide the guitarist with the opportunity to perform the literature for guitar ensemble, this course will also emphasize the rearranging of literature and adaptation of music for other media.

MUEN 373. PIANO ENSEMBLE (1)

This course is designed to teach the art of collaborative music making. Pianists, singers, and instrumentalists, whether majors or non-majors, are welcome to sign up for this class. The focus (i.e., art song literature, four-hand piano music, or musical theater) is announced prior to the beginning of each semester. Students are assigned to ensemble teams that work in the class and in independent practice sessions to develop their sight-reading, accompanying, diction, and performance-practice skills. This course may be repeated for credit. Permission of the instructor is required to register for this class.

MUEN 374. CONCERT CHOIR (1)

Choral ensemble of 40 to 50 singers covering literature from all periods of music history. Active performance schedule including local, regional, national, and international venues. Open to major and non-majors. Audition required.

MUEN 375. MASTERWORKS CHORALE (1)

Mass choir performing large choral works often with orchestra. One performance per semester. Open to all campus and community singers. No audition required.

MUEN 376. CHAMBER SINGERS (1)

Choral ensemble of 20 to 30 singers. Specializing in literature from all periods of music history. Performance schedule includes campus and local performances. Generally one or two performances per semester. Audition required.

MUEN 377. CONTEMPORARY VOCAL ENSEMBLE (1)

Choral ensemble of 8 to 16 singers covering all areas of contemporary vocal music including jazz, rock, country, blues, gospel, and Broadway. Emphasis is placed on the correct vocal style for each genre, basic microphone technique, sound system setup and operation, and public performance. Solo singing is highly encouraged. Active performance schedule includes on-campus performance and recruiting tours throughout the region. Rhythm section players are included as part of the group. Audition required.

Music Courses

MUSC 100. FIRST YEAR SEMINAR FOR MUSIC MAJORS (1)

First year music majors will explore a variety of topics in this seminar, including a survey of music literature, effective music performance skills, practice techniques, careers in music, as well as presentations and discussions by the music faculty in areas of their expertise. This course will include general college survival skills for music majors to assist students in their transition from high school to college.

MUSC 102. MUSIC AS AN ART AND SCIENCE (2)

This is the basic music theory course required of all elementary education majors. Reading, writing, and playing music are the basic activities. Rhythmic notation, scales, triads, seventh chords, non-harmonic tones, and modulation are presented through programmed instruction and lecture. Individual projects in writing and performing music are required.

MUSC 103. MUSIC THEORY I (3)

This four-semester sequence of courses (MUSC 103, 105, 203, 205) is designed to provide the student with a fundamental grounding in the theoretical, analytical, and stylistic aspects of Western music. The focus of this course is upon the acquisition of skills in the notation, analysis, and construction of music as it developed from the 17th through the 20th centuries. Prerequisite: Basic piano skills or concurrent enrollment in MUSC 141.

MUSC 104 AURAL SKILLS I (1)

This four-semester sequence of courses (MUSC 104, 106, 204, 206) is designed to develop the aural perception skills of the music student in the identification and performance of intervals, chords, rhythms, and harmonic sequences. Majors and minors only. Concurrent enrollment in MUSC 103 is recommended.

MUSC 105 THEORY II (3)

See MUSC 103. Prerequisite: MUSC 103.

MUSC 106 AURAL SKILLS II (1)

See MUSC 104. Prerequisite: MUSC 104. Concurrent enrollment in MUSC 105 is recommended.

MUSC 111. INTRODUCTION TO MUSIC (2)

A general studies requirement, this course provides training and experiences which will enable the student to acquire a historical-social-aesthetic perspective, to comprehend musical concepts, to discriminate quality levels, to select satisfying and stimulating musical experiences, and to empathize with the creators and performers of music.

MUSC 138. BASIC KEYBOARD SKILLS (1)

This course will focus on keyboard skills for students with little or no keyboard experience. Students will work on mastering the basic rudiments of reading music, keyboard technique, sight reading, and harmonization, as well as learn to perform early-level solo and ensemble literature. Upon successful completion of this course with a grade of C or above, students may enroll in MUSC 140 Class Piano I. The credit hour for this course applies toward hours needed to qualify as a full-time student but does not count toward fulfilling graduation requirements. The grade earned does not count in the grade point average.

MUSC 140. CLASS PIANO I (1)

The Class Piano sequence (MUSC 138, 140, 141) is designed to help students acquire skills that will be essential in their careers as classroom or private music teachers. These skills include basic keyboard technique; harmonization of melodies, scales and arpeggios; solo and ensemble literature; and accompanying.. Prerequisites: Completion of MUSC 138 with a grade of C or above (student must be able to read music and have some keyboard experience) or by permission of the instructor through audition.

MUSC 141. CLASS PIANO II (1)

This class allows the student to refine skills acquired in MUSC 140. Special attention will be given to the requirements for the piano proficiency exam and to prepare the song accompaniments most frequently used in the K-12 music curriculum. Students will build upon their harmonization skills by employing secondary chords in melodic harmonizations and improvisations. Prerequisite: MUSC 140 or by permission of the instructor through audition.

MUSC 142. CLASS GUITAR I (2)

This purely introductory course will provide the student with techniques of tuning, maintenance, and care of the instrument as well as fundamental strumming, picking, and bar-chording techniques. Basic chord patterns and melodic devices are also included.

MUSC 143. CLASS GUITAR II (2)

Designed for the student who possesses some knowledge but limited skills related to the guitar this course will develop skills in chording, melodic picking, strumming moderately intricate rhythms, transposition with and without the use of the capo, and some limited music and chart reading. Permission of instructor or MUSC 142.

MUSC 144. VOICE CLASS (1)

Designed for the beginning student of voice. Voice placement, breathing, tone, diction, phrasing, and other vocal skills are stressed through use of correlated group vocalization and song literature. Permission of the instructor.

MUSC 203. MUSIC THEORY III (3)

This is a continuation of the four-semester sequence of courses (MUSC 103, 105, 203, 205) which is designed to provide the student with a fundamental grounding in the theoretical, analytical, and stylistic aspects of Western music. The focus of the course is upon the acquisition of skills in the notation, analysis, and construction of traditional music as it has developed since 1600. Prerequisite: MUSC 105.

MUSC 204. AURAL SKILLS III (1)

This four-semester sequence of courses (MUSC 104, 106, 204, 206) is designed to develop the aural perception skills of the music student in the identification and performance of intervals, chords, rhythms, and harmonic sequences. Majors and minors only. Prerequisite: MUSC 106. MUSC 203 concurrent is recommended.

MUSC 205. MUSIC THEORY IV (3)

See MUSC 203. Prerequisite: MUSC 203.

MUSC 206. AURAL SKILLS IV (1)

See MUSC 204. Prerequisite: MUSC 204. Concurrent enrollment in MUSC 205 is recommended.

MUSC 207. BASIC IMPROVISATION (2)

Designed to cover the fundamental aspects of improvising against non-changing and simple chordal structures. Appropriate scales, triads, and melodic sequencing are presented together with the development of the self-confidence necessary for self-expression. This course may be repeated with credit.

MUSC 226. MUSIC MATERIALS AND PROCEDURES (3)

This course is required of all elementary education majors and is a study of the music program of the elementary schools. Music and teaching methods are presented for the areas of singing, listening, rhythmic responses, use of recordings, melody instruments, tuned and non-tuned rhythm instruments, and for creative experiences.

MUSC 227. INTRODUCTION TO CONDUCTING (1)

An introduction to conducting covering the basic technique and time-beating patterns. Conducting with and without the baton is introduced. Basic independence and left-hand development are covered.

MUSC 230. WOODWIND TECHNIQUES I (1)

This two-course sequence (MUSC 230, 231) is designed for music majors to acquaint them with the pedagogical principles of woodwind performance. The student performs on the woodwind instruments with emphasis upon the four basic members of the family (clarinet, flute, oboe, bassoon). The method of organization involves two tracks: the development of the manipulative skills and the study of teaching techniques associated with instrumental music as related uniquely to the woodwinds. Public ensemble performance is expected. Prerequisite: Music major.

MUSC 231. WOODWIND TECHNIQUES II (1)

See MUSC 230. Prerequisite: MUSC 230 or permission of instructor.

MUSC 232. BRASS TECHNIQUES (1)

Designed for music majors to acquaint them with the pedagogical principles of brass performance. The student performs on all the brass instruments during the semester. The method of organization involves two tracks: the development of the manipulative skills and the study of teaching techniques associated with instrumental music as related uniquely to the brasses. Public ensemble performance is expected. Prerequisite: Music major.

MUSC 233. STRING TECHNIQUES (1)

Designed for music majors to acquaint them with the pedagogical principles of string performance. The student performs on all the stringed instruments during the semester. The method of organization involves two tracks: the development of the manipulative skills and the study of teaching techniques associated with instrumental music as related uniquely to the strings. Public ensemble performance is expected. Prerequisite: Music major.

MUSC 234. PERCUSSION TECHNIQUES (1)

Designed for music majors to acquaint them with the pedagogical principles of percussion performance. The student performs on all the percussion instruments during the semester. The method of organization involves two tracks: the development of the manipulative skills and the study of teaching techniques associated with instrumental music as related uniquely to percussion. Public ensemble performance is expected. Prerequisite: Music major.

MUSC 237. DICTION FOR SINGERS (3)

This course is designed for vocal performance and choral music education majors and covers instruction in and application of the International Phonetic Alphabet (IPA) in the four basic singing languages, Italian, English, German, and French.

MUSC 299. SPECIAL STUDIES IN MUSIC (1-4)

Topics for special studies will be created as needed by the Music Department. This course may be repeated without limit with different topics. Prerequisite: Music major.

MUSC 303. FORMS AND ANALYSIS (2)

The analysis of the structural forms of music from the simple phrase and period through the single-movement forms of both instrumental and vocal media provides the basis of this course. The approach utilizes analysis of existing music and the composition of representative examples. A survey of multi-movement forms and larger musical structures is included. This course is to be taken with MUSC 311. Prerequisite: MUSC 205.

MUSC 307. ADVANCED IMPROVISATION (2)

This course is intended as a continuation of MUSC 207 Basic Improvisation with increased emphasis upon the development of a personal style as well as upon more complex harmonic sequences, scales, and rhythmic-metric considerations. This course may be repeated with credit. Prerequisites: MUSC 141 or the equivalent keyboard skill and MUSC 207.

MUSC 310. MUSIC HISTORY I ANTIQUITY TO EARLY BAROQUE (3)

This course presents a survey of music literature, musical styles and genres, and theoretical concepts from antiquity through the works of Monteverdi. It is highly recommended that students take MUSC 310, 311, and 312 in numerical order.

MUSC 311. MUSIC HISTORY II EARLY BAROQUE TO 1890 (3)

This course presents a survey of music literature, musical styles and genres, and theoretical concepts from the early Baroque to 1890.

MUSC 312. MUSIC HISTORY III 20TH-CENTURY AND WORLD MUSICS (3)

This course presents a survey of music literature, musical styles and genres, and theoretical concepts from ca. 1890 to the present day with special attention to the musics of non-Western cultures.

MUSC 313. WOMEN IN MUSIC (3)

An overview of the accomplishments of women in music from the Middle Ages to the present day. The class will investigate ways in which gender, race, and class have influenced the lives of musical women in the past and will explore the developments in the 20th century which have affected the current status of women in music. The survey will incorporate music listening assignments, visit to Washington, D.C., area museums, and attendance at concerts featuring women composers as performers.

MUSC 314. KEYBOARD LITERATURE (3)

A survey of the standard piano, organ, and harpsichord literature from the Renaissance to the present day, with special attention given to teaching literature of the major composers. The survey will incorporate listening assignments, in-class performance, and a field trip to the International Piano Archives at the University of Maryland. Prerequisite: MUSC 310 or MUSC 311.

MUSC 315. HISTORY OF JAZZ STYLES (3)

The study of what jazz is, how to listen to jazz, and jazz heritage are examined. Jazz interpretation, improvisation, listening techniques, musical concepts of jazz, and influences of jazz styles are central points of this course. Historical and stylistic aspects of jazz are also considered.

MUSC 316. VOCAL LITERATURE (3)

A survey of the standard art song literature for solo voice, both sacred and secular, ranging from the Renaissance through the 20th century.

MUSC 317. OPERA AND ORATORIO LITERATURE (3)

The study of the evolution of the standard types of opera and oratorio. Appropriate literature for specific voice types is also studied for future teaching purposes. Attendance of opera productions in Baltimore and Washington, D.C., are scheduled for the class.

MUSC 318. MUSIC THEATER (2)

A study of the materials, procedures, and techniques of a staged musical production to include conducting, coaching, accompaniment, arranging, singing, musical direction, and management as involved in both the preparation and presentation phases. Prerequisite: Participation in a Shepherd College musical production.

MUSC 319. WORKSHOP IN FOREIGN CULTURES (1-6)

An exposure to the artistic heritage of foreign countries is provided through a supervised study tour which also involves directed field study and an integrated series of pre-tour and post-tour lectures. Prerequisite: Permission of the instructor. One to six hours credit, depending on the length and academic content of the tour. Further details may be obtained from the department chair.

MUSC 320. GUITAR PEDAGOGY (2)

This course compares ways to provide guitar instruction in the public school as well as in the private studio. Participants will be introduced to a wide spectrum of method books and repertoire pertaining to all performance levels. They will audit private lessons given by practicing teachers.

MUSC 321. PIANO PEDAGOGY (2)

The history of piano teaching, as well as the basic skills required of today's private piano teacher, form the basis for this course. In addition to basic keyboard technique and literature, students will work with such diverse topics as business policies, technology issues, public relations, comprehensive survey of methods for group and on-on-one instruction, and performing opportunities in the private studio. Students will perform an internship that will require them to teach another student for part of the semester. Special events in this class include a student recital, visit by a piano technician, videotaping student lessons, and presentations by guest speakers. Prerequisites: Completion of the piano proficiency exam and/or permission of instructor.

MUSC 322. INSTRUMENTAL PEDAGOGY (2)

This course is designed to acquaint the music education student with the various aspects of managing a public school instrumental music program. Philosophy, teaching methods, administration, grading, and scheduling are included. All instrumental tech classes are reviewed; therefore, it is preferable that the student have completed all instrumental tech classes prior to enrollment. Prerequisite: MUSC 205.

MUSC 323. VOCAL PEDAGOGY (2)

This course is designed to give the student an understanding of the singing process, including the anatomy and physiology of the vocal instrument. It also encompasses comparative teaching methodologies and basic diagnosis and correction of vocal faults. The recent advances in voice medicine are covered. Permission of instructor.

MUSC 324. MARCHING BAND PEDAGOGY (2)

This course includes the organization, rehearsal procedures, street marching, field shows of all types, formation charting, and precision-drill charting for the marching band. Prerequisite: Two semesters of college marching band.

MUSC 325. CHORAL METHODS AND MATERIALS (3)

This course is designed to acquaint the music education student with the various aspects of managing a public school choral music program. Also included is the construction of skill-building exercise materials for singers of differing ages and abilities. Applications of modern learning theory are emphasized. The basics of choral diction encompassing English, Latin, Italian, German, and French are covered as well as fundamental choral literature.

MUSC 326. TEACHING ELEMENTARY MUSIC (2)

This course is required of all music education majors and is a study of the music program in the public schools. Music and teaching methods are presented for the areas of singing, listening, rhythmic responses, use of recordings, melody instruments, tuned and non-tuned rhythm instruments, and for creative experience. While emphasis is placed upon learning theories for the elementary school child, methodologies applicable to middle school and high school aged students are also included. Basic choral arranging is also introduced. Prerequisite: MUSC 105, EDUC 320.

MUSC 327. CONDUCTING II - CHORAL (3)

A study of the art, technique, and problems relative to conducting and administering choral performing organizations. While public school choral ensembles receive the majority of attention, all other choral organizations are considered. Opportunities are available for practical experiences in conducting and related field observations of area performing ensembles. Prerequisite: MUSC 205.

MUSC 328. CONDUCTING II - INSTRUMENTAL (3)

A study of the art, techniques, and challenges of conducting instrumental ensembles. Score study and preparation, stylistic considerations, and development of refined techniques are central elements of this course. Opportunities are available for practical experienced in conducting college ensembles and for observing area performing ensembles. Prerequisite: MUSC 205.

MUSC 329. ELECTRONIC MUSIC MEDIA (2)

This course is an introduction to the wide variety of electronic and computer music tools available to the musician. It includes an introduction to MIDI, synthesizers, sequencing, notation, and sound reinforcement tools and techniques. Analog and digital recording techniques are also covered. Two hours lecture, one hour lab. Prerequisite: MUSC 205.

MUSC 330. RECORDING TECHNIQUES (2)

This is a hands-on recording techniques course. Topics include mike placement strategies, mixing methods, and analog, digital, and CD recording.

MUSC 331. INSTRUMENT CARE AND REPAIR (2)

Designed for the instrumental student who intends to teach. Laboratory experience in the maintenance and repair of band instruments is coupled with a general review of the performance basics. Permission of instructor.

MUSC 420. APPRENTICESHIP IN MUSIC PEDAGOGY (1-3)

Allows students to get firsthand experience in the practices and materials required to become the instructors of the future.

MUSC 421. MUSIC RESEARCH AND INDEPENDENT STUDY (1-3)

Qualified juniors or seniors may pursue a course of independent study in their major area under the supervision of the appropriate faculty advisor. Students selected must exhibit outstanding ability and scholarship in their chosen area and must meet the requirements for the Independent Study Program as outlined elsewhere in this *Catalog*.

MUSC 498. SENIOR MUSIC SEMINAR (1)

This seminar is a capstone course designed to review and synthesize knowledge and skills gained through music course work leading to the senior year in music. Students will prepare for and take an appropriate examination that assesses the student's knowledge. Prerequisite: Completion of all other requisite MUSC courses.

NURSING

NURS 100. TRANSITIONS IN NURSING (4)

This is the articulation course for LPNs who have met the eligibility requirements for accelerating their nursing education in the associate degree program. It introduces Maslow's framework of basic human needs and develops the use of the nursing process.

NURS 101. BASIC NEEDS (4)

This is the initial course in nursing upon which all other nursing courses build and expand. It is designed to develop in the student an awareness of humans and their basic needs, according to Maslow. The student also begins to recognize health problems as obstacles in meeting these needs. The nursing process is introduced and emphasized throughout each unit of the course. Corequisites: NURS 103, CHEM 120, CHEM 120L, ENGL 101, BIOL 225, BIOL 227.

NURS 102. NEEDS FROM BIRTH TO ADOLESCENCE (2)

This theory course introduces the student to the individual and the family from birth through adolescence. Major focus with the integrative approach is given to normal growth and development, health maintenance and common deviations in wellness of the infant, child, and adolescent. Prerequisites: NURS 101, NURS 103. Corequisites: NURS 104, EDUC 300, BIOL 226, BIOL 228, PSYC 203.

NURS 103. CLINICAL NURSING (4)

The student begins to develop the skills necessary to assist humans to meet their basic needs when they are unable to do so independently. The first part of the semester is spent in the college skills laboratory practicing basic nursing skills, while the latter half of the semester the student spends in a hospital setting providing basic nursing care for an assigned patient utilizing the nursing process. Corequisite: NURS 101. Laboratory component of NURS 101.

NURS 104. CLINICAL NURSING (3)

The focus concerns the normal growth and developmental tasks of the family and members of the family unit through the states in the life cycle. Emphasis is given to the normal development, as well as possible deviations from the normal, in the early years of the child. Each student will be scheduled to spend seven weeks (12 clinical hours weekly) at clinical agencies designated for utilization by the nursing faculty. Corequisite: NURS 102. Laboratory Component of NURS 102.

NURS 106. HEALTH CARE NEEDS OF WOMEN (2)

Course emphasizes reproduction as a normal physiological response. Deviations which affect family roles and common, recurring health problems of women are explored. Prerequisites: NURS 102, NURS 104. Corequisite: NURS 108.

NURS 108. CLINICAL NURSING (3)

The student builds on the previous phases of the nursing process. Communication skills are increased as the student includes teaching in the plan of care. The focus is on the childbearing function of the family and deviations that may occur during the reproductive cycle. Each student will be scheduled to spend seven weeks (12 clinical hours weekly) at a clinical agency designated for utilization by the nursing faculty. Corequisite: NURS 106. Laboratory component of NURS 106.

NURS 201. INTRODUCTION TO UNMET NEEDS (2)

Course focuses on the needs, problems, and nursing care of patients manifesting varying degrees of mental health-illness. Various psychodynamic theories are explored in relationship to the development of the individual. Prerequisites: All previous nursing courses. Corequisites: NURS 203, NURS 220, BIOL 302.

NURS 202. SELECTED UNMET NEEDS II (3)

Course focuses on selected, common recurring health problems which threaten human needs. All age groups which develop such problems will be examined. Current concepts in nursing, technique, and practice will be included. Nursing action assists in the move toward health or death with dignity. Prerequisites: All previous nursing courses. Corequisites: NURS 204, SOCI 203, elective.

NURS 203. CLINICAL NURSING (3)

Course assists students in establishing, maintaining, and terminating effective one-to-one interactions with individuals and groups of people exhibiting psychosocial problems. Corequisite: NURS 201. Laboratory component of NURS 201.

NURS 204. CLINICAL NURSING (3)

Course will identify selected complex health problems within the practice of nursing. Nursing care will be planned with individuals and families to reestablish and maintain health and prevent illness within the complex care setting. Corequisite: NURS 202. Laboratory component of NURS 202.

NURS 205. SELECTED UNMET NEEDS I (2)

Course focuses on selected, common, recurring needs/problems which threaten human basic and higher needs. All age groups which experience such needs/problems will be examined. Current concepts in nursing theory assists in the move toward health or death with dignity. Prerequisites: All previous nursing courses. Corequisites: NURS 207, NURS 220, BIOL 302.

NURS 206. SELECTED UNMET NEEDS III (3)

Course is the continuation and completion of Selected Unmet Needs I and II. Prerequisites: All previous nursing courses. Corequisite: NURS 208.

NURS 207. CLINICAL NURSING (3)

Course will identify selected common, recurring health problems within the practice of nursing. Nursing care will be planned with individuals and families to reestablish and maintain health and to prevent illness utilizing the nursing process. Corequisite: NURS 205. Laboratory component of NURS 205.

NURS 208. CLINICAL NURSING (3)

Clinical course focuses on unmet needs of a small group of patients. This experience is designed to prepare the student for transition to beginning practitioner. Prerequisite: All previous nursing courses. Corequisite: NURS 206. Laboratory component of NURS 206.

NURS 220. TRENDS IN NURSING (2)

Course is based on an adaptation of Maslow's hierarchy of needs as they relate to the basic needs of beginning practitioners of nursing. Current issues in ethics, legal aspects, professional organizations, nursing education, and patterns of practice are emphasized. Prerequisites: All previous nursing courses. Corequisites: NURS 201, NURS 203, NURS 205, NURS 207, BIOL 302.

NURS 231. INTRODUCTION TO NURSING (2)

This is the survey course for all junior and senior level nursing classes. It is designed to provide an overview of the nursing profession. The Shepherd College BSN mission, philosophy, conceptual framework, and expected outcomes are presented. All concepts, subconcepts, and curricular threads are introduced. The registered nurse must complete this transition course prior to admission into the RN Track Program.

NURS 311. NURSING I INTRODUCTION TO HEALTH CARE (3)

The course is designed as the basis upon which all other nursing courses develop and expand. The student is introduced to the nursing process and skills of critical thinking, decision making, and ethics/law in order to understand the health care needs of people of diverse cultures across the life span. Data collection is introduced via normal system approach. Prerequisite: NURS 231.

NURS 313. NURSING I-A HEALTH ASSESSMENT (3)

The course is basic to all nursing clinicals through the program. Complete instruction of health assessment using the system approach is given. The concept of nursing process introduced in NURS 231 will be examined extensively as the method by which professional nurses assist persons to achieve optimum level of health. The student will be provided opportunities to exercise critical thinking, decision making, and ethical judgment through case studies, simulations/role play, and patient interviews. Prerequisite: NURS 231.

NURS 315. NURSING I-B CLINICAL COMPONENT (3)

The course is designed to correlate theory with practice in the primary care setting. The course will initiate the student to living examples of the nursing process: 1) data collecting via interviewing and physical assessment, 2) critical thinking skills via decision making, 3) organization via planning, 4) restorations via appropriate nursing action-implementation, 5) evaluation of the nursing process to meet specific needs. Prerequisite: NURS 313.

NURS 316. NURSING II HEALTH CARE OF THE ADULT (3)

This course provides a knowledge and practice base for the medical-surgical student. The focus is primarily on the acute care setting. The course gives in-depth knowledge and principles for patient education that include primary, secondary, and tertiary levels of prevention. This course builds upon knowledge gained in prerequisite courses and applies principles of physiology and pathophysiology to the diverse health care alterations of the adult. Prerequisite: NURS 311, 313, 315.

NURS 317. ESSENTIALS IN CLINICAL PHARMACOLOGY/PATHOLOGY IN NURSING (2)

The first course in a two-course sequence that presents clinical pharmacology and pathophysiology emphasizing rationales and safe drug administration, relationships of drug mechanisms to disease processes, effects of lifespan on drug therapy, application of nursing research to pharmacologic principles. Alterations in biologic processes that affect the body's homeostasis and various dysfunctions of biologic systems are examined, i.e., neurological, cardiovascular, and pulmonary. The rationale for diagnosis and therapeutic interventions is introduced. Prerequisite: NURS 231.

NURS 318. NURSING II CLINICAL COMPONENT (3)

This course provides guided clinical experiences for the student to operationalize the nursing process in the acute care, medical surgical adult setting. Students apply knowledge and principles of patient education to patients in the clinical setting and apply the nursing process to patients from different cultural backgrounds with diverse health care alterations. Opportunity for reinforcement and further development of assessment skills is provided through hands-on experience in the clinical setting. Experiences are also provided in the lab and/or clinical setting to assist the student in developing psychomotor skills. Students are expected to seek learning opportunities based upon self-assessed learning needs as they utilize the nursing process in multiple clinical settings. Corequisite: NURS 316.

NURS 320. NURSING III PSYCHIATRIC/MENTAL HEALTH CARE (3)

This course is designed to apply the nursing process to clients who have adaptive and/or maladaptive behaviors. The emphasis in the course is given to nurse/patient relationship and group process skills which can be applied to all areas of nursing. The socioeconomic and ethical dilemmas within communities will be explored. Primary, secondary, and tertiary prevention services to the mentally ill from diverse cultural groups are identified and discussed. The principles of pharmacology, growth and development, health education, and teaching are interwoven throughout this course. Prerequisite: NURS 311, 313, 315.

NURS 322. NURSING III CLINICAL COMPONENT (2)

Course will assist the student in meeting clinical objectives during experiences caring for clients using the following guides: General Principles of Psychiatric Nursing, Practical Hints for Psych students, "Guide to the One-to-One Relationship," Observation of the Clinical Environment, and the Group Process Recordings. Weekly clinical focuses will guide the student in applying theory from NURS 320 to patients in a variety of clinical settings, including acute inpatient units and a community mental health center. Corequisite: NURS 320.

NURS 324. NURSING RESEARCH (2)

Course is designed to introduce concepts of nursing research. The focus is on the professional nurse as a consumer of research in health and nursing. The student further develops skills in critical thinking and ethical decision making in the development of a nursing research project using the research process. Elementary concepts of statistics and the use of computer technology are introduced related to nursing research. Prerequisite: NURS 311, 313, 315.

NURS 326. ESSENTIALS IN CLINICAL PHARMACOLOGY/PATHOPHYSIOLOGY IN NURSING (2)

The second course in a two-course sequence that presents clinical pharmacology and pathophysiology emphasizing rationales and safe drug administration, relationships of drug mechanisms to disease processes, effects of lifespan on drug therapy, application of nursing research to

pharmacologic principles. Alterations in biologic processes that affect the body's homeostasis and various dysfunctions of biologic systems are examined, i.e., gastrointestinal, endocrine, renal, immune. The rationale for diagnosis and therapeutic interventions is introduced. Prerequisite: NURS 317.

NURS 410. ADVANCED NURSING CONCEPTS AND PRACTICE (6)

This course will lay the foundation for the R.N. to practice with a Bachelor of Science in Nursing. R.N. students will establish professional and collegial relationships with nursing faculty, other R.N. students, and variety of professional nurses in health care agencies. An emphasis will be placed on advancing nursing practice through a combination of lecture, seminar, and clinical experiences.

NURS 411. NURSING IV COMMUNITY HEALTH CARE (3)

This course is designed to expand the student's knowledge of people as individuals, as members of a family, and as members of a community. Emphasis is placed on levels of prevention. With guidance, the student will identify socioeconomic, environmental, political, religious, and ethical aspects of health care which affect the health-illness continuum and the client's aspects. The student will be able to assess community health problems, identify appropriate nursing interventions and community resources in planning nursing care of diverse populations in a variety of settings. Content topics related to school health, occupational health, home visiting, and public health are introduced. Prerequisite: NURS 324. Corequisite: NURS 413.

NURS 413. NURSING IV CLINICAL COMPONENT (3)

Course is designed to correlate theory with practice. The student will be able to assess community health problems, identify and apply appropriate nursing interventions and community resources in planning nursing care of diverse populations in a variety of settings. Corequisite: NURS 411.

NURS 415. NURSING V HEALTH CARE OF CHILDREN AND FAMILIES (3)

Course is designed to examine the biophysical and psychosocial development, illness care, and health maintenance of the neonate, infant, toddler, preschool, school-age, and adolescent child. This course builds upon knowledge gained in NURS 316 Health Care of the Adult and concurrent course, NURS 411 Community Health Care. The student will apply the nursing process utilizing critical thinking skills for the diverse health care alterations in the younger populations. Corequisite: NURS 417.

NURS 417. NURSING V CLINICAL COMPONENT (2)

Course is designed to provide opportunities for exploration, application, and integration of theory content of Health Care of Children and Families to enhance priority setting and decision making skills, collaboration, and use of organizational skills. A variety of clinical settings, such as a community hospital and a university-based teaching hospital, will be utilized which will expose the student to diverse social, cultural and economic aspects of the health care of children and families. Corequisite: NURS 415.

NURS 419. NURSING VI HEALTH CARE OF WOMEN (3)

Course is designed to examine the biophysical and psychosocial aspects of human reproductive function, childbearing, sexuality, illness care, and maintenance for the woman through the life span. This course builds upon knowledge gained in NURS 316 Health Care of the Adult, NURS 415 Health Care of Children and Families, and concurrent course, NURS 411 Community Health Care. The student will apply the nursing process utilizing critical thinking skills for the diverse health care alterations in the female population. Corequisite: NURS 421.

NURS 421. NURSING VI CLINICAL COMPONENT (2)

Course is designed to provide opportunities for exploration, application, and integration of theory content of obstetric and gynecologic nursing to women throughout the life cycle. A variety of hospital, community health settings will be utilized to expose the student to diverse social, cultural, and economic components of the woman/family system. Corequisite: NURS 419.

NURS 422. NURSING VII HEALTH CARE OF THE ADULT: GERONTOLOGY FOCUS (3)

Course is designed to examine illness care, rehabilitation care, health counseling, and education for the gerontological client and family. This course builds upon knowledge gained in NURS 316 (Health Care of the Adult—medical-surgical focus). The diverse social, cultural, economic, and political components of older populations will be explored. Corequisite: NURS 424. Prerequisite: NURS 324.

NURS 424. NURSING VII CLINICAL COMPONENT (3)

Course is designed to provide opportunities for application and integrations of theory content of gerontological nursing. A variety of health care settings will be utilized which will expose the student to a diverse social, cultural, economic, and political component of older populations. The student will apply the nursing process utilizing critical thinking skills to the multiple alterations in health for older populations. Corequisite: NURS 422.

NURS 426. NURSING VIII HEALTH CARE OF THE ADULT WITH COMPLEX PROBLEMS (3)

This final course of adult health nursing focuses on the therapeutic nursing interventions used to restore health to adults who are experiencing acute and/or complex health problems. Analyzes deviations from health with attention to the implications for the individual as well as the family in coping with health problems. Analyzes the client's health care needs and the resources to meet them in collaboration with the client and health providers. Incorporates ethical and legal issues involving clients with complex needs.

NURS 428. NURSING VIII CLINICAL COMPONENT (2)

This is the third and final medical-surgical course of adult health care nursing. The focus is planning and providing care for persons with complex health needs. Complex and multisystem needs are explored in-depth. Selected clinical experiences in specialty areas ICU, CCU, ER, open heart surgery, and cardiac cath lab are arranged. Corequisite: NURS 426. Prerequisite: NURS 422, 424.

NURS 434. MANAGEMENT AND ISSUES IN HEALTH CARE (3)

This course is designed to examine current health care issues influencing professional nursing practice. The student is introduced to management principles and leadership roles and responsibilities within different health care organizations and settings.

NURS 436. SENIOR CAPSTONE SEMINAR (1)

This course will allow the culmination of nursing course work in which students will establish professional, collegial relationships with nursing mentors. Students will engage in creative endeavors that reflect synthesis of nursing knowledge and critical thinking, contribute to quality patient care, health care management, and nursing research. Students will choose mentors from a variety of integrated health care systems in collaboration with nursing faculty.

OFFICE TECHNOLOGY**OFTC 105. FUNDAMENTALS OF BUSINESS COMMUNICATION (3)**

This course is designed to enable students to develop and improve their writing ability. Instruction is provided in sentence structure, punctuation, usage, and organizational thought. Students regularly practice writing effective sentences, paragraphs, and short essays. The course is designed to be taken prior to enrolling in ENGL 101.

OFTC 150. TROUBLESHOOTING (3)

Students will completely remove all modular components from a PC motherboard. Installation of various software, memory configuration, network security, detection of network connection problems, and interpretation of error messages will be taught in a small group environment. Prerequisite: CIS 102 or BSD 250.

OFTC 205. COMPUTERIZED ACCOUNTING APPLICATIONS (3)

This course is an introduction to the basics of computerized accounting in the modern business office. The student will develop and maintain accounting records for a small business using a current software program. Prerequisite: ACCT 201.

OFTC 210. MICROCOMPUTER OPERATIONS (3)

A comprehensive course in microcomputer operations and applications. Topics include databases, system software, file importing and translating, program application generators, utilities, hard disk organization, application installations, local area networks, and modems. Prerequisite: CIS 102 or BSED 250.

OFTC 240. REPAIRING AND MAINTAINING THE IBM PC (3)

Students will work in small groups to disassemble, check, upgrade, and reassemble a computer. Students will examine the various parts of the computer and learn about the switches and settings necessary for making a computer function as reliably as possible. Students will be guided step-by-step through the logic behind solving problems that may exist on a PC. Prerequisite: OFTC 150 or permission of instructor.

OFTC 260. LOCAL AREA NETWORKS (3)

This course focuses on the basics of network terminology and network user commands. The student will have hands-on exercises on the installation of hardware/software and operating system components of a local area network. Cabling, network interface cards (NIT), connectors, hubs/bridges, and other hardware components will be explained. Prerequisite: OFTC 240 or permission of instructor.

PARALEGAL

PARA 101. LEGAL RESEARCH AND WRITING I (4)

Examines basic legal research, sources, and methods; techniques of legal analysis with emphasis on specific cases and issues; introduction to legal writing, use of law library, and legal terminology.

PARA 102. LEGAL RESEARCH AND WRITING II (4)

Advanced research methods and analysis and writing methods including computerized research, writing of briefs and memoranda, use of West Virginia Code annotation, and legal correspondence and documents other than pleadings.

PARA 110. LEGAL ASSISTING (3)

An overview of various roles of the paralegal including interviewing and investigation. Overview of courts/legislatures, legal profession, types of employment, and ethics.

PARA 120. GENERAL LAW (3)

Discussion of various kinds of law: constitutional, civil, criminal, administrative; trends in legal practice including specializations; and hot topics. Will explore views of representing individuals who may be accused of certain types of crime, i.e., murder, rape, child molestation/abuse.

PARA 210. LAW OF DOMESTIC RELATIONS (3)

Study of domestic relations law and rules of family practice; case preparation; and concentration on West Virginia law. Prerequisite: PARA 101 and 120.

PARA 220. CIVIL LITIGATION AND PROCEDURE (4)

Overview of civil litigation process from initial interview through trial including preparation of pleadings and trial documents. Rule of civil procedure examined particularly those pertaining to service of process and discovery. Prerequisite: PARA 101 and 102, or concurrent with PARA 102.

PARA 230. EVIDENCE (3)

Examines West Virginia and federal rules of evidence and burdens of proof. Will involve at least one case study and will show how to prove a particular type of case, i.e., personal injury.

PARA 235. TORTS/CAUSES OF ACTION (3)

Defines what a tort is and examines elements, proof, identification of different causes of action, and remedies.

PARA 240. ADMINISTRATIVE LAW (3)

This course will introduce the student to the body of law created by administrative agencies to implement their power and duties. Procedures and application of administrative rules, regulations, orders, and decisions will be examined.

PARA 250. CRIMINAL LITIGATION AND PROCEDURE (4)

Overview of criminal litigation process, rules of criminal procedure, and preparation of pleadings and trial documents. Prerequisite: PARA 101 and 102.

PARA 260. BUSINESS LAW AND CONTRACTS (3)

General overview of business law including various forms of business, i.e., corporations and partnerships, bankruptcy, and basic contract law. Prerequisites: PARA 101 and 120.

PARA 270. REAL ESTATE/WILLS AND ESTATES (3)

Examination of real estate laws; drafting deeds, leases, contracts of sale, closing documents; and title searches. Overview of laws of probate, will drafting, and probate of estates. Prerequisite: PARA 101 and 120.

PARA 292. INTERNSHIP (1-6)

Cooperative education allows students to acquire essential, practical skills by being exposed to the reality of the work world beyond the boundaries of campus. May be repeated for credit, but not in the same term. Usually offered every term. Prerequisite: Minimum 2.3 overall GPA, 2.5 in the major, approval of academic department, and placement by the Career Center.

PHYSICAL EDUCATION**PHED 104. FOUNDATIONS OF PHYSICAL EDUCATION (3)**

An introduction to teaching health and physical education. Topics include philosophy and history, psychological, sociological and scientific principles of sport and physical activity, as well as career awareness, department procedures, the Shepherd College Teaching Model for skill acquisition, and general concerns related to teaching.

PHED 110. ELEMENTARY SCHOOL PHYSICAL EDUCATION ACTIVITIES (3)

Students will develop a working knowledge of fundamental movement patterns as they relate to action songs, folk and square dance, games, creative movement, and rhythmical activities. Teaching methods, program planning, and teaching opportunities are emphasized. Elementary education majors only, must have passed PSST, and senior class standing.

PHED 120. HISTORY OF SPORT AND PHYSICAL EDUCATION (3)

Emphasizes relevant historical events that have influenced sport and physical education throughout history. (Cross-listed with RECR 120.)

PHED 246. AQUATICS (1)

This course emphasizes basic strokes, breathing techniques, and water safety skills, including survival floating and use of clothing as a flotation device.

PHED 301. ELEMENTARY SCHOOL PHYSICAL EDUCATION I (2)

Presents basic movement education teaching model for elementary school children. Students will apply principles and methods of this model through presentation of action songs, games, dances, stunts and tumbling, and elementary track. Prerequisites: PHED 104, PHED 325, PHED 326, GSPE 200, and GSPE 201.

PHED 302. ELEMENTARY SCHOOL PHYSICAL EDUCATION II (2)

Presents the basic movement education teaching model for elementary school children. Students will apply the principles and methods of this model through the presentation of locomotor movement, non-locomotor movement, manipulative activities, movement exploration, creative rhythmic, and rhythmical movement. Prerequisite: PHED 104, PHED 301.

PHED 315. TEACHING TUMBLING AND GYMNASTICS (2)

Teaches future elementary physical education instructors fundamental skills of tumbling and gymnastics. Teaching methods and safety awareness are emphasized.

PHED 325. TEAM SPORT ACTIVITIES (3)

Prepares future physical education teachers to teach team sports. Rules, skill analysis, practice procedures, and safety awareness will be emphasized. Taught every other year.

PHED 326. INDIVIDUAL SPORT ACTIVITIES (3)

Prepares future physical education teachers to teach individual sports. Rules, skill analysis, practice procedures, and safety awareness will be emphasized. Taught every other year.

PHED 328. HEAD, TRUNK, AND EXTREMITY ASSESSMENT (3)

An in-depth study of mechanisms, characteristics, and classification of sports injuries. Management skills of prevention, assessment, and treatment of injuries are explored and detailed study of upper and lower extremities is conducted. Prerequisites: ATHC 224 and HLTH 225.

PHED 330. THERAPEUTIC MODALITIES AND REHABILITATION TECHNIQUES (3)

A detailed study of the many therapeutic techniques used in the treatment and rehabilitation of sports-related injuries. Proper use of modalities as well as concepts and techniques of rehabilitation exercises will be the focus of this course.

PHED 360. ATHLETIC TRAINING PRACTICUM I (3)

Rehabilitation of athletic injuries is main focus. Practical application of management skills through lectures, clinical and field experiences, and individual assistance is also studied. Permission of instructor.

PHED 365. ATHLETIC TRAINING PRACTICUM II (3)

Use of modalities and current issues of sports medicine are emphasized. Practical application of assessment, treatment, rehabilitation as well as traveling with athletic teams is also studied. Permission of instructor. Prerequisite: PHED 360.

PHED 370. APPLIED ANATOMY AND PHYSIOLOGY (4)

A study of homeostatic relationships of the body and their effects on neuromuscular, circulatory, and respiratory systems. Lab experiments will show how physiological functions change with exercise. Prerequisites: HLTH 225, BIOL 101 and BIOL 102.

PHED 380. PERCEPTUAL MOTOR LEARNING (2)

Examines how people learn motor skills and analysis of Gentile's model for acquisition. Student will also learn how to recognize deficiencies related to motor learning and adjust teaching procedures to cope with inherent disabilities.

PHED 401. TEACHING ADAPTED PHYSICAL EDUCATION (3)

Acquaints students with the problems underlying the need for adapted physical education programs. Organization and administration of special physical education programs for the handicapped/disabled are studied. Out-of-class field experience in an approved setting required.

PHED 405. APPLIED KINESIOLOGY (3)

Study of the musculoskeletal system and its relationship to human movement. Students will identify anatomical and mechanical features of major joints of the body as well as muscles that operate them and how they interact to complete a motor skill. Prerequisites: HLTH 225, BIOL 101, BIOL 102.

PHED 406. CURRICULUM AND ADMINISTRATION OF PHYSICAL EDUCATION (3)

Enables personnel in health and physical education to understand and interpret the philosophy, principles, problems, policies, and procedures essential to the development of desirable programs. Students will develop a comprehensive physical education curriculum for teaching grades K-12.

PHED 410. TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION (2)

Students will learn how to develop an accountable means of grade assessment in physical education based on a sound philosophy of skill development.

PHED 430. TEACHING ELEMENTARY SCHOOL PHYSICAL EDUCATION (3)

Examines the taxonomy of skill acquisition, teaching methods, and curriculum of physical education for grades K-5. Emphasis is on application of content in PHED 301 and PHED 302 in an elementary school. Prerequisites: PHED 301 and PHED 302.

PHILOSOPHY

PHIL 101. INTRODUCTION TO PHILOSOPHY (3)

An introductory consideration of language, meaning, and inference; of knowledge, truth, and certainty; of types (schools) of philosophy; of arguments regarding the existence of God; and of values.

PHIL 210. SOCIAL PHILOSOPHY (3)

Analysis of theories of the nature of humans, social institutions, social ethics, social purposes, patterns of relationship, and the problem of freedom and regulation.

PHIL 304. PHILOSOPHY OF RELIGION (3)

An analysis of certain elements of religious thought. Problems of religious language, knowledge and faith, and the existence of God and evil will be examined from various religious perspectives.

PHIL 305. HISTORY OF PHILOSOPHY (3)

Survey of the major movements in philosophy from ancient Greece to the 20th century.

PHIL 306. TWENTIETH-CENTURY PHILOSOPHY (3)

Emphasis on pragmatism, existentialism, and analytic philosophy.

PHIL 315. ETHICS (3)

Problems of choice within the context of society as considered by representatives of various philosophical and Christian traditions.

PHOTOGRAPHY/COMPUTER IMAGERY

Also see Art and Graphic Design)

PHOT 281. BLACK AND WHITE PHOTOGRAPHY I (3)

Fundamentals of black and white photography and darkroom techniques. Topics include basic film processing and printing; basic lighting and exposure selection; composition and visual thinking; and use of auxiliary lenses. Corequisite: ART 140.

PHOT 282. BLACK AND WHITE PHOTOGRAPHY II (3)

A continuation of Black and White I. Topics include processing and printing of 120 and 4 x 5 size film; zone system of exposure and development; filters; and advanced printing techniques. Prerequisite: PHOT 281.

PHOT 380. HISTORY OF PHOTOGRAPHY (3)

An introductory course which explores, through student emulation and experimentation, the compositional sensibilities and aesthetic strategies of both historic and contemporary photographers.

PHOT 381. STUDIO PHOTOGRAPHY I (3)

This course serves as an introduction to the methodology and technology of studio photography. Emphasis is placed upon product and portrait photography, tabletop design, and lighting techniques. Prerequisite: PHOT 281 and PHOT 383, ART 208.

PHOT 383. COLOR PHOTOGRAPHY I (3)

A basic course in natural color photography. Includes fundamental principles, techniques, and applications of reversal and negative-subtractive color materials and equipment used in the production of color prints and transparencies. Discussion of the special demands of color technique, color relationships, light qualities, and the kinds of characteristics of film. Prerequisites: PHOT 281 and PHOT 282, ART 208.

PHOT 384. PHOTOJOURNALISM (3-6)

The tools and techniques of the news media and of business, public relations, journalism, sport, and publicity photography are covered. Emphasis on small-format cameras, electronic flash, and available-light photography. Examination of single picture, short picture stories, feature-story photography, layout, and captions. Prerequisites: PHOT 282 and PHOT 383, ART 208.

PHOT 385. COMPUTER DIGITAL IMAGERY I (3)

This course serves as an introduction to the technology and use of the computer for photographic purposes. Emphasis is placed upon working knowledge and creative use of the computer in order to develop and execute aesthetic solutions to photographic digital problems. Prerequisites: PHOT 282 and PHOT 383.

PHOT 386. COMPUTER DIGITAL IMAGING II (3)

A continuation of the technology and use of the computer for photographic purposes developed in Computer Digital Imagery I. Prerequisites: PHOT 282 and PHOT 385.

PHOT 387. MULTI-MEDIA (3)

A continuation of Computer Digital Imagery in which the student will explore computer technology. Emphasis is placed upon working knowledge and creative use of the computer in order to develop and execute aesthetic solutions to photographic, video, and sound problems. Prerequisite: PHOT 386.

PHOT 392. COOPERATIVE EDUCATION IN PHOTOGRAPHY (1-6)

Intended to provide a bridge between the classroom and the professional world, cooperative education provides supervised work experience directly related to a student's major subject area and career goals. Placement will be in a public or private photography/computer imagery position. May be repeated for credit, but not in the same term. Usually offered every term. Prerequisite: Junior level standing with minimum overall GPA of 2.3, 2.7 in the concentration area, approval of academic department, and placement by the Career Development Center. It is recommended that the student complete an internship or practicum prior to entering a cooperative education placement.

PHOT 400. SPECIAL TOPICS IN PHOTOGRAPHY/COMPUTER IMAGERY (3-9)

This course will vary in content with each offering as areas of particular interest or timeliness not covered by the regular curriculum are explored. Offerings may focus on a specific photographic or computer imagery process or style or on a specific area of content. Each course offering under this title bears a subtitle which indicates the specific subject covered.

PHOT 480. RESEARCH IN PHOTOGRAPHY (3-12)

An upper-division course designed as a culminating experience within the concentration area of photography with emphasis on contemporary issues. The development of a portfolio and artist's statement as well as advanced standards of critical observation and analysis are expected. Prerequisites: PHOT 282, PHOT 485.

PHOT 481. COMPUTER APPLICATIONS IN GRAPHIC DESIGN /PHOTOGRAPHY (3)

This course introduces the student to the working relationship between graphic design and photography. Emphasis is upon the procedures and technology for producing photographs for reproduction. Prerequisite: PHOT 383, ART 208.

PHOT 484. STUDIO PHOTOGRAPHY II (3)

A continuation of the methodologies and technologies encountered in Studio Photography I but with greater emphasis placed upon color sensibilities and large format work as applied to product and field work. Prerequisite: PHOT 381, ART 208.

PHOT 485. COLOR PHOTOGRAPHY II (3)

A continuation of the methods and techniques presented in Color Photography I but with a greater emphasis placed upon color sensibilities and large format work as applied to product and field work. Prerequisite: PHOT 383, ART 208.

PHOT 488. INTERNSHIP IN PHOTOGRAPHY (3-6)

Supervised off-campus work experience in photography or an allied field. Seminars will be held to evaluate the integration of theory and practice. Prerequisite: Permission for the instructor.

PHYSICS**PHYS 201. COLLEGE PHYSICS (3)**

An introductory treatment of fundamentals of mechanics, heat, and sound. Three hours lecture per week. PHYS 201L must be taken concurrently with PHYS 201.

PHYS 201L. COLLEGE PHYSICS LAB (1)

A two hour per week laboratory course with topics selected from mechanics, heat, and sound. Must be taken concurrently with PHYS 201.

PHYS 202. COLLEGE PHYSICS (3)

An introductory treatment of the fundamentals of electricity, magnetism, and optics. Three hours of lecture per week. PHYS 202L must be taken concurrently with PHYS 202. Prerequisite: PHYS 201.

PHYS 202L. COLLEGE PHYSICS LAB (1)

A two hour per week laboratory course with topics selected from electricity, magnetism, and optics. Must be taken concurrently with PHYS 202. Prerequisite: PHYS 201L.

PHYS 221. GENERAL PHYSICS (3)

A calculus-based treatment of fundamentals of mechanics, heat, and sound. Three hours lecture per week. PHYS 221L must be taken concurrently with PHYS 221. Prerequisite or corequisite: MATH 207.

PHYS 221L. GENERAL PHYSICS LAB (1)

A two hour per week laboratory with topics selected from mechanics, heat, and sound. Must be taken concurrently with PHYS 221.

PHYS 222. GENERAL PHYSICS (3)

A calculus-based treatment of the fundamentals of electricity, magnetism, and optics. Three hours lecture per week. Prerequisite: PHYS 221. Prerequisite or corequisite: MATH 208.

PHYS 222L. GENERAL PHYSICS LAB (1)

A two hour per week laboratory course with topics selected from electricity, magnetism, and optics. Must be taken concurrently with PHYS 222. Prerequisite: PHYS 221L.

PHYS 322. ELECTRICITY AND MAGNETISM (3)

Principles of electricity and magnetism with practical applications. Prerequisites: PHYS 222 and MATH 208.

PHYS 323. MODERN PHYSICS (3)

Topics will include special relativity, atomic structure, nuclear structure, solid state physics, and elementary particles. Prerequisites: PHYS 222 and MATH 207.

PHYS 330. ADVANCED LABORATORY (2)

A series of laboratory experiments in electricity, magnetism, mechanics, and modern physics. Six hours per week. Prerequisites: PHYS 221, 222.

PHYS 401, PHYS 404. SPECIAL PROJECTS (1 EACH)

Experimental and theoretical research projects in specific areas of physics. Project assignment dependent upon student's ability and interest.

POLITICAL SCIENCE

PSCI 100. POLITICS AND GOVERNMENT (3)

A consideration of concepts and issues essential to the understanding and study of politics. Classical and modern theories of the political system, including communism, fascism, democracy and socialism are examined in an American and international context including study of specific nations. The approach of this course will be both empirical and normative.

PSCI 101. AMERICAN FEDERAL GOVERNMENT (3)

A study of the functions and administration of the government of the United States.

PSCI 102. STATE AND LOCAL GOVERNMENT (3)

A study of the functions and administration of the government on the state and county levels.

PSCI 201. INTRODUCTION TO PUBLIC ADMINISTRATION (3)

An introductory study of the development, organization, procedures, processes, and human relations factors in governmental administration. Particular emphasis will be placed on the study of administrative practices in the federal, state, and local governments in the United States.

PSCI 301. PUBLIC POLICY (3)

Study of public policy development and implementation in the United States, with emphasis on the ways in which cultural, political, and institutional factors may inhibit or expedite pursuit of public policies designed to meet societal needs and with consideration of selected contemporary issues of public policy within this framework.

PSCI 309. PRESIDENT AND CONGRESS (3)

Study of the ways in which presidents and members of Congress attempt to meet their responsibilities within the context of the institutional and political features of the American system; examination of the complex relationships between the president and congress; and consideration of the President and Congress in relation to past, present, and possible future settings.

PSCI 310. PARTIES, POLITICS, AND ELECTIONS (3)

An examination of elections in the United States. Includes consideration of the role of political parties, the media, polling, interest groups, and professional consultants.

PSCI 315. EARLY POLITICAL THEORY (3)

A general survey of leading theories from ancient times to the 16th century. Includes an opportunity to study the influence of political and social ideas upon the fundamental institutions of modern societies.

PSCI 316. RECENT AND CONTEMPORARY POLITICAL THEORY (3)

The recent schools of political thought are presented with particular emphasis on the basic ideologies of the contemporary period.

PSCI 317. AMERICAN POLITICAL THOUGHT (3)

A study of the growth and development of American political concepts from the Colonial period to the present.

PSCI 320. AMERICAN JUDICIAL PROCESS (3)

The purpose of this course is to introduce students to the American judicial process. Topics to be covered include basic legal concepts, civil law procedures, and criminal law procedures.

PSCI 325. COMPARATIVE GOVERNMENT: WESTERN EUROPE (3)

A comparative study of modern political institutions with particular attention to European government and politics.

PSCI 327. COMPARATIVE GOVERNMENT: SOVIET UNION AND ITS AFTERMATH (3)

An examination of the U.S.S.R. as a 20th-century political phenomenon, with emphasis on the political concepts it typified—including revolution, Communism, and one-party rule. Explores the dynamics of political change in Russia and other former Soviet Republics.

PSCI 328. COMPARATIVE GOVERNMENT: ASIA (3)

An examination of the governments of China, Japan, and Korea including their ideology, culture, theory, institutions, leadership, and politics, as well as their relations with other countries, will be explored.

PSCI 330. POLITICS AND CIVIL RIGHTS (3)

This course examines the politics of the African-American civil rights struggle with an emphasis on the years 1960 through 1965. The latter is often thought of as the high point of success for the Second Reconstruction. The course is divided into three major sections: 1) an overview of the politics of civil rights from the end of the Civil War through the Eisenhower administration; 2) the Kennedy-Johnson presidencies; and 3) a very brief overview of the post-Johnson years, with an emphasis on the changes that have occurred in political party strategies and public opinion as they effect and are effected by African-American civil rights.

PSCI 331. RACE, GENDER, AND POLITICS (3)

The purpose of this course will be to acquaint the student with political issues that are related to race and gender. Historic, economic, legal, and ideological context will be presented. Individuals, groups, and government responses will be examined, as well as how similar issues are viewed differently in various cultures and political situations.

PSCI 400. THE SUPREME COURT AND CONSTITUTIONAL LAW (3)

Examines the Supreme Court as a legal and political decision-making body; analyzes the development of the American constitutional system, the evolution of fundamental doctrines in constitutional law, and the nature of Supreme Court opinions; relates Supreme Court decisions to contemporary political, social, and economic problems.

PSCI 401. CONSTITUTIONAL LAW: CIVIL RIGHTS AND CIVIL LIBERTIES (3)

Examines Supreme Court cases and doctrines on freedom of speech, press and association, on race and sex discrimination, on privacy, on protection of criminal defendants, and on related questions; emphasizes recent decisions and on-going development of guidelines and doctrines by the present Court; relates constitutional issues to political issues involving civil rights and civil liberties.

PSCI 403. INTERNATIONAL RELATIONS (3)

Surveys the political relationships among states, emphasizing the methods and goals of diplomacy; analyzes concepts such as the balance of power, collective security, and the peaceful settlements of disputes.

PSCI 404. INTERNATIONAL ORGANIZATION OR WORLD GOVERNMENTS (3)

Examines the theory and structure of international organizations with special emphasis on the U.N.; other organizations to be discussed include NATO, the European Community, OAS, and other regional organizations.

PSCI 406. AMERICAN FOREIGN POLICY SINCE WORLD WAR II (3)

An analysis of American foreign policy since 1945. Special emphasis is placed on the Cold War rivalry between the U.S. and U.S.S.R. Recent developments will also be treated.

PSCI 407. INTRODUCTION TO INTERNATIONAL LAW (3)

A survey of the nature, sources, and development of international law. Study of substantive elements through case studies will be stressed.

PSCI 410. POLITICAL ETHICS (3)

An examination of some contemporary issues of power, freedom, obligation, human rights, and community, in the light of major philosophical understandings of ethical behavior in the public sphere.

PSCI 411. THE POLITICS OF POVERTY (3)

This course examines the variety, extent, and causes of poverty especially in the United States, the relationship of poverty to societal values, the political situation of the poor, and various policy responses.

PSCI 412. METROPOLITAN POLITICS (3)

An examination of local government in metropolitan areas; emphasis is placed on economic, demographic, and political characteristics of the urban community and their implications for effective and responsive government.

PSCI 413. TECHNIQUES OF RESEARCH (3)

An opportunity for independent study and preparation for graduate work. Included are methodology, historiography, and extensive work with source materials.

PSCI 425. READINGS IN POLITICAL SCIENCE (3)

An examination of a selected topic in political science devoted to extensive reading of classic, standard, and/or contemporary monographs, articles, and/or books. Specific topic and presiding professor will be announced prior to the registration period. Prerequisite: Minimum overall GPA of 2.5.

PSCI 443. INTERNSHIP IN GOVERNMENT (1-15)

This course provides full- or part-time work experience in federal, state, or local agencies; private trade and policy organizations that are active in the public sector; or in other appropriate placements. The goal is to enable the student to gain practical knowledge of political processes, public administration, or the formation and implementation of public policy. Interns must have a 2.5 GPA, must complete half of the 128 credits required for graduation before the internship begins, must submit applications to the department early in the semester preceding the internship, and must follow the department's norms and procedures for internships. A copy of the norms and procedures is available from the department chair or from the department's coordinator of internship programs.

PSYCHOLOGY

PSYC 203. INTRODUCTION TO PSYCHOLOGY (3)

A survey course introducing the core areas of psychology, including neuropsychology, learning and memory, intelligence, developmental psychology, stress and health, personality, abnormal psychology, psychotherapy, and social psychology.

PSYC 301. ADOLESCENT DEVELOPMENT (3)

Designed for those with a professional interest in adolescence. Course content emphasizes cognitive, physical, and psychosocial-affective variables which affect adolescent development.

PSYC 302. PSYCHOLOGY OF AGING (3)

This course explores both the physiological and psychosocial correlates of the aging process. Topics include the sensory-motor, hormonal, biochemical, nutritional, and neurological aspects of aging; factors related to substance abuse, memory loss, attention deficits, delirium, and dementia; and key factors in the mental health of the elderly. Consideration is also given to cultural and social-political aspects of aging, as well as death and the process of dying.. Prerequisite: PSYC 203.

PSYC 305. SOCIAL PSYCHOLOGY (3)

A study of the interaction of individuals in group situations, the products of collective activity, and their influence upon the individual. Prerequisite: PSYC 203.

PSYC 310. PSYCHOLOGY OF PERSONALITY (3)

A study of a variety of theories of personality determinants, structure, and functioning. Prerequisite: PSYC 203.

PSYC 311. INTRODUCTION TO CLINICAL PSYCHOLOGY (3)

An introduction to the methods, techniques, and approaches to an understanding of personality and the treatment of emotional disturbances.

PSYC 312. PRACTICUM IN PSYCHOLOGY I (3)

This course consists of on-site practical experience and a supervisory discussion/content seminar related to paraprofessional work in psychology in one of the following areas: 1) teaching, 2) research, 3) clinical work. Prerequisite: Permission of the psychology faculty.

PSYC 313. PRACTICUM IN PSYCHOLOGY II (3)

Same course description as PSYC 312. A second practicum in psychology. Prerequisite: PSYC 312.

PSYC 314. FIELD EXPERIENCE IN ART THERAPY (3)

Same course description as PSYC 312 Practicum in Psychology. This course shall function separately in title only from that of PSYC 312 Practicum in Psychology. In order to meet undergraduate art therapy recommendations of the American Art Therapy Association, it is necessary for the practicum to be identified as Field Experience in Art Therapy. The course will be offered at the same time, etc., as PSYC 312 (when demanded) and will meet all the requirements and expectations of PSYC 312.

PSYC 316. ART THERAPY (3)

An introduction to therapeutic techniques using artistic productions as an aid to psychotherapy. The course involves an analysis of approaches with specific clinical populations; e.g., juvenile delinquents, geriatric clients, etc. This course also includes a historical and theoretical appraisal of the use of art therapy in both clinical practice and research.

PSYC 320. HUMAN SEXUAL BEHAVIOR (3)

A course designed to investigate the scope of intrapersonal and interpersonal human sexual behavior. A psychological approach is emphasized, examining the acquisition of sexual scripts through learning, varieties of sexual experience, both typical and atypical, and the psychodynamics of sexual adjustment. Prerequisite: PSYC 203.

PSYC 321. INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (3)

The application of psychological theory and methodology to individuals and groups in organizational settings. Topics include managerial appraisal and consultation, employee training and development, personnel research, improving employee relations, and designing optimal work environments.

PSYC 325. HEALTH PSYCHOLOGY (3)

This course explores contemporary trends and techniques in the field of health psychology. Included are such topics as psychological intervention in physical illness, adherence, activity level, obesity, smoking prevention, acute and chronic stress, stress appraisal, delay in seeking treatment, immunological competence, interventions with children, lifestyle change programs, holistic psychology, and the health care system.

PSYC 326. PSYCHOLOGY OF SUBSTANCE ABUSE (3)

The focus of this course is to provide an in-depth understanding of the nature of addiction to various psychoactive substances and its treatment. This includes a study of the psychological and social factors associated with substance abuse and theories of etiology, along with an understanding of the scope of services and critical issues in services for persons with psychoactive substance use disorders.

PSYC 328. DANCE THERAPY (3)

Survey of dance movement therapy, its evolution, theoretical approaches, principles, goals, techniques, and uses with various populations.

PSYC 330. FAMILY THERAPY (3)

The focus of this course is on the major schools of family therapy. The family is viewed as a unit of treatment and as a multigenerational emotional system. Case studies are emphasized.

PSYC 360. ABNORMAL PSYCHOLOGY (3)

A study of the classifications, dynamics, symptoms, and treatment of abnormal behavior. Prerequisite: PSYC 203.

PSYC 361. SURVEY OF PHYSIOLOGICAL PSYCHOLOGY (3)

This course provided the opportunity to learn about the biological basis of behavior at the survey level. The physiology of the brain as it relates to behavior, emotion, and states of consciousness are discussed. This course is designed for student whose future work will be oriented around helping and motivating others, not diagnosis/treatment of mental illness or experimental research. Offered in the spring term. Prerequisites: PSYC 203 and BIOL 102 and CHEM 101/101L, 102, 102L.

PSYC 362. PSYCHOLOGY OF LEARNING AND COGNITION (3)

The psychology of animal and human conditioning, learning, and cognitive processes. Prerequisite: PSYC 203.

PSYC 363. PHYSIOLOGICAL PSYCHOLOGY (3)

This course considers the structure and function of the central nervous system as it relates to behavior. Topics include Neural communication, psychoactive drugs, experimental techniques in physiological psychology, brain damage and neurological disorders, the biological basis of mental illness, the biology of basic behaviors, and the physiological basis of learning. This course is designed for students with an interest in the natural sciences (often in the pre-professional capacity), experimental research, neuropsychology (the area of psychology that deals with brain-damaged individuals), or clinical psychology (the area of psychology that deals with the diagnosis and treatment of mental illness). Offered in the fall term. Prerequisites: Biology or chemistry major or minor with PSYC 203. Psychology major with CHEM 120, 120L, 122, 122L or CHEM 207, 207L, 209, 209L (as general studies) and BIOL 226.

PSYC 364. LIFESPAN DEVELOPMENTAL PSYCHOLOGY (3)

A survey of the development dynamics of the human life cycle from conception through the aging and death processes. Prerequisite: PSYC 203.

PSYC 365. PSYCHOPHARMACOLOGY (3)

Psychopharmacology is the study of drugs that influence mood and behavior. This course will address principles of drug action, basic physiological mechanisms by which psychoactive drugs work, drugs used to treat mental/emotional/neurological disorders, and drugs of abuse. Social issues surrounding drugs will be only briefly discussed, as it is most important to understand drug mechanisms and effects before forming opinions on social policy. Students will be required to write a research paper on a topic of interest to them within the field. Prerequisites: PSYC 203 and PSYC 361 or 363.

PSYC 367. MOTIVATION AND EMOTION (3)

This course examines the organization of purposive behaviors and the origin of psychological experiences that accompany behaviors and emotions. Major theoretical perspectives and experimental paradigms will be considered (biopsychology, behaviorism, cognitive theory, decision-making strategies, and evolutionary psychology). The scope of topics will include biologically driven behaviors, the effect of conditioning and reinforcement of behaviors, behavior modification, how decisions are made, social motivation, emotions, and complex motives. Prerequisite: PSYC 203 and PSYC 361 or 363.

PSYC 370. SENSATION AND PERCEPTION (3)

Sensation and perception is the subfield of psychology which examines how elemental stimuli in the environment (e.g. light) are translated into a complex psychological phenomenon (e.g. perception of color). All five sensory modalities (vision, audition, olfaction, gustation, and tactile/body senses) will be addressed. Physiology of the sensory systems and theories of perception are the major thrust of this course. An attempt will be made to address applications of this field (e.g. acuity testing and therapy). Prerequisites: PSYC 203 and PSYC 361 or 363.

PSYC 392. COOPERATIVE EDUCATION IN PSYCHOLOGY (1-9)

Cooperative education is a form of education which integrates classroom study with paid, planned, and supervised work experiences in the public and private sectors. Cooperative education allows students to acquire essential, practical skills by being exposed to the reality of the work world beyond the boundaries of campus, enhancing their self-confidence and career direction. An agreement is signed by the employer supervisor, the faculty supervisor, and the student. The co-op may be repeated for credit. Prerequisite: Sophomore standing; minimum 2.3 GPA, 2.5 major GPA; approval of the Department of Psychology; placement by the Career Center.

PSYC 400. EXPERIMENTAL PSYCHOLOGY (4)

The contents and methods of experimentation in psychology. Prerequisites: PSYC 203 and MATH 314.

PSYC 404. PSYCHOLOGY SEMINAR (3)

A course designed to serve the needs of students who are majoring or minoring in psychology and who expect to pursue graduate studies in the field. The purpose of this course is to allow faculty to expose students to topics not included in the present curriculum, or topics which, although included, are not covered in sufficient depth for pre-professional students. The seminar may include sharing the results of individually assigned readings, individualized research, and/or a discussion of theoretical or research topics as reported in contemporary literature and chosen by the faculty instructor. Prerequisite: Permission of instructor.

PSYC 415. PSYCHOLOGICAL TESTS AND MEASUREMENTS (3)

A course designed to develop knowledge of psychological instruments available for the appraisal of human behavior and skill in administering and interpreting those tests and measurements. Prerequisite: PSYC 203.

PSYC 420. HISTORY AND SYSTEMS OF PSYCHOLOGY (3)

An overview of the historical and philosophical basis of psychology and the relationship of contemporary systems. Prerequisite: PSYC 203.

PSYC 430. HUMANISTIC PSYCHOLOGY (3)

An exploration of the field of humanistic psychology. The theoretical orientations of selected humanistic psychologists (e.g. Carl Rogers, Leo Buscaglia, Viktor Frankl, Harold Greenwald, and Abraham Maslow) are covered in depth.

PSYC 440. GROUP PSYCHOTHERAPY (3)

An introduction, through direct participation, to a variety of approaches and techniques for fostering personal enrichment and effectiveness through group experience.

PSYC 485. SENIOR THESIS (3)

In this course students acquire and perform skills involved in conducting and reporting empirical research. These include the forming of hypotheses, designing research to test those hypotheses, analysis of the resulting data, and the writing up of a complete report of the research results following APA guidelines. This is the Department of Psychology's capstone course, designed to foster and evaluate the students' fundamental understanding of psychology as an empirical research science. Prerequisite: PSYC 400.

RECREATION AND LEISURE STUDIES

RECR 108. INTRODUCTION TO SPORT STUDIES (3)

For students who want to enter the world of fitness or athletics as a professional as opposed to a classroom teacher.

RECR 115. INTRODUCTION TO THERAPEUTIC RECREATION (3)

Provides understanding of methods and techniques employed in serving special populations with recreation opportunities. A 20-hour field experience in a therapeutic setting is required.

RECR 120. HISTORY OF SPORT AND PHYSICAL EDUCATION (3)

Emphasizes relevant historical events that have influenced sport and physical education throughout history. (Cross-listed with PHED 120.)

RECR 125. INTRODUCTION TO COMMERCIAL RECREATION /TOURISM (3)

Examines purpose and function of leisure delivery system in the commercial setting. Topics include development and operation of commercial goods and services including tourism, resort, and campground industries as well as small business management.

RECR 140. INTRODUCTION TO LEISURE STUDIES (3)

A study of the historical and philosophical foundation of recreation and leisure and its impact on society. Topics include recreation programs in various settings, commercial and tourism, therapeutic recreation, and career opportunities.

RECR 210. LEISURE ACTIVITIES (3)

Prepares students to lead and teach leisure activities as well as implement programs. Activities for special populations will also be explored.

RECR 225. SPORT APPRECIATION (3)

Study of sociological methods and theoretical perspectives as they relate to sport.

RECR 226. SPORT PROMOTION/MARKETING/FUND RAISING (3)

Emphasizes policies, procedures, and administrative skills to organize and develop both internal and external techniques.

RECR 228. SPORT ADMINISTRATION (3)

Emphasizes effective leadership and management styles, planning and organizing, personnel, time management, budgeting, legal concerns, and future directions of sport programs.

RECR 250. FIELD EXPERIENCES IN RECREATION (3)

Provides practical career-related experiences in leisure services. A supervised 120 hour experience is required. Students should consult the practicum handbook for specific course procedures. Prerequisite: RECR 140.

RECR 316. RECREATION PROGRAMMING (3)

A study of principles, policies, and procedures needed to organize, direct, and conduct recreation programs. Prerequisite: RECR 140.

RECR 320. FACILITIES MANAGEMENT (3)

Examines design, construction, operation, and management of physical education, recreation, and sport facilities.

RECR 324. SPORTS WRITING (3)

This course focuses on techniques of reporting, interviewing, gathering information, and writing sports stories from basic news to feature style format. Practical experience and lab work are included.

RECR 331. MEDICAL TERMINOLOGY FOR THERAPEUTIC RECREATION (3)

This course provides students with a working knowledge of medical terms used in therapeutic recreation. Taught every third semester.

RECR 332. CAMP COUNSELING (3)

Provides skills necessary to plan, organize, and work in a camp setting. Permission of department chair.

RECR 335. LEISURE FOR THE AGING (3)

Introduces students to leisure activities for the elderly. Topics include procedures for programming, assessment, and implementation.

RECR 342. ADMINISTRATION OF INTRAMURALS (2)

Students will assist in the organization, administration, and supervision of intramural activities on campus.

RECR 345. THERAPEUTIC RECREATION IN AN INSTITUTIONAL SETTING (GATEWAY) (3)

Students will examine fundamental techniques in providing recreation activities for the disabled. Students will be catalysts working in partnership with the staff at various institutions to foster self-esteem and optimum health for their clients. Students will attend four class trips to various agencies in the metropolitan Washington, D.C., area.

RECR 350. FIELD EXPERIENCE IN LEISURE SERVICES AND SEMINAR (3)

Provides career-related experiences through 180-hour supervised field work in approved settings. Prerequisites: RECR 140 and RECR 250.

RECR 355. SPORT PHOTOGRAPHY (3)

Gives students hands-on experience in taking and developing film relating to sports activities.

RECR 370. ENVIRONMENTAL EDUCATION (3)

Examines philosophy, techniques, and application of education in and for the out-of-doors. Topics include history and development of outdoor education, environmental education, including school camping, conservation, and interpretation techniques.

RECR 380. LEADERSHIP IN LEISURE STUDIES (3)

Provides skills for successful leadership through observations in recreation settings. A 40-hour out-of-class recreational activity and leadership experience is required.

RECR 392. COOPERATIVE EDUCATION IN RECREATION LEISURE STUDIES (1-9)

This course is offered each semester, including the summer. May be repeated for credit, but not during the same term. Prerequisite: 2.5 GPA in major plus RECR 140, RECR 210.

RECR 407. ADMINISTRATION OF LEISURE SERVICES (3)

Prepares the student to manage recreation and leisure service organizations in public and private settings. Topics include public relations, personnel management, budgeting, and management theory. Prerequisites: RECR 140; senior status recommended.

RECR 430. THERAPEUTIC RECREATION PROGRAMMING (3)

Provides an understanding of the methods and techniques employed in formulating and conducting programs for special populations. Prerequisite: RECR 330.

RECR 431. ISSUES AND TRENDS IN THERAPEUTIC RECREATION (3)

A study of contemporary issues and problems of special populations in relation to corresponding philosophy and theory. Prerequisite: RECR 115. Taught every third semester.

RECR 432. DOCUMENTATION IN THERAPEUTIC RECREATION (3)

This course acquaints students with the regulations of governmental and accrediting organizations which affect therapeutic recreation professionals and the development and implementation of therapeutic recreation programs in a variety of clinical settings.

RECR 440. LATE ADULTHOOD ISSUES (3)

This course is designed to acquaint students with the field of gerontology. The class content will enable the student to better understand the older person's experience as a result of aging.

RECR 449. PRE-PRACTICUM (1)

Course content includes writing a résumé, cover letter, interviewing for the internship in addition to completing other requirements prior to enrolling in RECR 450 Recreation Internship.

RECR 450. RECREATION INTERNSHIP (9)

Internship programs provide supervised career-related experience in a leisure service organization. Student must complete a minimum of 400 agency hours in a setting that demonstrates planning, leadership, administrative, and supervisory skills. Students should consult the *Practicum Handbook* and follow specific procedures stated. Prerequisites: RECR 140, RECR 210, RECR 407, RECR 449, junior/senior status with 2.5 GPA in major.

RECR 460. SEMINAR IN SPORT-RELATED ISSUES (3)

Investigates issues and problems facing sports through a variety of sports materials.

RELIGION

RELG 308. OLD TESTAMENT (3)

Survey of the Old Testament, concentrating on the history of the Hebrew covenant-community of people, their understanding of life in relation to God, and the literary forms in which they expressed this understanding. Offered upon demand.

RELG 309. NEW TESTAMENT (3)

Covers the life and teachings of Jesus as described in the Gospels, the writings of Paul, and the contents of other New Testament books, along with certain critical questions regarding authorship and interpretation of New Testament material. Offered upon demand.

RELG 325. GREAT RELIGIOUS BOOKS (3)

Examines a number of the great books which have helped shape classic Christian thought in Western culture. The concepts of law, justice, order, authority, and salvation as they occur in the writings of major religious thinkers are stressed. Selections from the Old and New Testaments, St. Augustine, Abelard, Aquinas, Luther, Calvin, Hooker, Pascal, Kant, Kierkegaard, Tillich, Bonhoeffer, Barth, and Buber will be read and discussed. Offered upon demand.

RELG 330. HISTORY OF EARLY CHRISTIANITY (3)

The history of Christianity from New Testament times to the Reformation will be studied. Emphasis will be on geographical spread, significant persons, philosophies, governments, and theological concerns (see HIST 330). Offered upon demand.

RUSSIAN

When demand for them is warranted, sequenced courses in Elementary and Intermediate Russian are offered under a RUSS prefix number: RUSS 101, RUSS 102, RUSS 203, and RUSS 204. Each course carries three hours credit.

SAFETY TECHNOLOGY**SAFT 102. INTRODUCTION TO FIRE PREVENTION (3)**

Examine organization and function of fire prevention; inspections, surveying, and mapping procedures; recognition of fire and life hazards; engineering a solution of a fire hazard; enforcing the solution of a fire hazard; public relations as affected by fire prevention.

SAFT 110. INTRODUCTION TO FIRE SERVICE I (2)

A basic survey of fire service and fire protection, fire loss analysis, and specific fire protection functions including fire school exercises. Equivalent to Firefighter Section I training requirements of the West Virginia State Fire Commission, for which 2 hours credit will be granted by Shepherd College.

SAFT 111. INTRODUCTION TO FIRE SERVICE II (4)

A continuation of SAFT 110 Introduction to Fire Service I. Equivalent to Firefighter Section II training requirements of the West Virginia State Fire Commission, for which 4 hours credit will be granted by Shepherd College. Prerequisite: SAFT 110.

SAFT 113. GENERAL PHYSICAL SCIENCE FOR SAFETY TECHNOLOGY (3)

A fundamental survey of physics and chemistry with special emphasis on practical applications in fire prevention, fire hazards, and fire suppression.

SAFT 115. LIFE SAFETY CODE (3)

Familiarization with national, state, and local laws, standards, ordinances, and codes which influence the fields of occupational, industrial, environmental, and fire safety including interpretation of regulations and legal aspects and related problems.

SAFT 150. INTRODUCTION TO OCCUPATIONAL SAFETY AND HEALTH (3)

Examines the development of interest in and appreciation for careers in the field; performing investigations of accident events, inspections of facilities and equipment for compliance with safety codes; and methods for recording accident data and measuring accident experience.

SAFT 201. STRUCTURAL DESIGN AND BUILDING CODES (3)

Fundamentals of building construction as it relates to fire protection. Classification by occupancy and types of construction with emphasis on fire protection features including: building, equipment, facilities, fire resistive materials, and high rise considerations; study of building codes applicable to fire prevention, and principles and practices used in various types of building materials.

SAFT 202. FLAMMABLE AND EXPLOSIVE MATERIALS (3)

An introduction to the properties of flammable and explosive materials and the special treatment they must be given in storage, in use, and in emergency situations.

SAFT 203. EMERGENCY AND RESCUE OPERATIONS (3)

Survey of operational procedures, personnel requirements, and specialized equipment as related to emergency and rescue operation examines legal aspects of problem situations and management of public in emergencies.

SAFT 204. FIRE PREVENTION INSPECTIONS (3)

Provides a basic understanding of relevant fire and life safety codes, principles, and protocol for conducting fire inspections, and reporting and abating identified deficiencies.

SAFT 212. TOXIC, CORROSIVE, AND RADIOACTIVE MATERIALS (3)

An introduction to the properties of toxic, corrosive, and radioactive materials and the special treatment they must be given in storage, in use, and in emergency situations.

SAFT 220. SAFETY MANAGEMENT I (3)

Students will learn to analyze hazard problems, to evaluate alternative solutions, and to design the required hardware, devices, and methods needed to eliminate hazards in a variety of industrial applications. Industrial and accident prevention laws pertaining to industrial safety and health, including workers' compensation laws, OSHA regulations, and industrial property protection laws, will be examined. Prerequisite: SAFT 150 Introduction to Occupational Safety and Health.

SAFT 221. SAFETY MANAGEMENT II (3)

A continuation of SAFT 220 Safety Management I, this course introduces the more advanced techniques and principles of safety program management. Using real-life scenarios as study models, the course overviews the elements of a viable corporate safety program. Prerequisite: SAFT 220 Safety Management I.

SAFT 230. FIRE INVESTIGATION (3)

An introduction to the methods by which the causes of fires may be determined. The analysis of fire debris with the determination of origin of the fire as the objective and the collection, preservation and presentation of evidence will be stressed. Special emphasis will be placed on arson detection.

SAFT 240. THE INDUSTRIAL FIRE BRIGADE (3)

An introduction to the organizing, equipping, and training of fire suppression teams within institutions and factories, etc. Maintaining and improving the efficiency of such teams and coordination of their assignments with the efforts of fire companies will be emphasized.

SAFT 250. EMT (5)

A course in emergency care and transportation of the sick and injured. Instruction follows the 1994 U.S. Department of Transportation National Standard Training Curriculum of EMT-Basics. Upon successful completion, students become eligible candidates for national registry and certification by the West Virginia Office of EMS. Prerequisite: Cardiopulmonary Resuscitation (CPR) for Healthcare Providers.

SAFT 251. FIRE DEPARTMENT OCCUPATIONAL SAFETY AND HEALTH (3)

This course is designed to provide students with the skills necessary for development, implementation, and evaluation of a comprehensive fire department occupational safety and health program. Topics include program administration, safety training and education, emergency operations safety, protective clothing and equipment, apparatus safety, medical and physical fitness requirements, and facility safety.

SAFT 270. EMT-PARAMEDIC I (8)

The first in the EMT-Paramedic sequence, this course covers Divisions I, II, III, and VI plus Sections 1 and 8, and 11 in Division IV of the 1985 U.S. Department of Transportation National Standard Training Curriculum of EMT-Paramedics. The topics include prehospital environment; preparatory studies; trauma; toxicology, alcoholism and drug abuse; infectious diseases; rescue and behavioral emergencies. There will be at least 148 class hours. Prerequisites: EMT Certification; CPR for Healthcare Providers; Application and Screening Exam administered by the West Virginia EMS Technical Support Network, Inc. Region VIII/IX EMS Office. Corequisite: SAFT 271.

SAFT 271. EMT-P PRACTICUM I (2)

The second in the EMT-Paramedic sequence, this course provides at least 96 hours of clinical work in a hospital setting or on a Mobile Intensive Care Unit. It meets the 1985 U.S. Department of Transportation National Standard Training Curriculum of EMT-Paramedics. Prerequisites: EMT Certification; CPR for Healthcare Providers; Application and Screening Exam administered by the West Virginia EMS Technical Support Network, Inc., Regional VIII/IX EMS Office. Corequisite: SAFT 270.

SAFT 272 EMT-PARAMEDIC II (8)

The third in the EMT-Paramedic sequence, this course covers Sections 2–7 and 10 in Division IV and Division V of the 1985 U.S. Department of Transportation National Standard Training Curriculum of EMT-Paramedics. Topics include respiratory system, cardiovascular system, endocrine emergencies, nervous system, acute abdomen, anaphylaxis, environmental emergencies, pediatrics, OB/Gyn/Neonatal, and geriatrics/gerontology emergencies. There will be at least 136 class hours. Prerequisites: EMT certification, CPR for Healthcare Providers, and SAFT 270. Corequisite: SAFT 273.

SAFT 273. EMT-P PRACTICUM II (2)

The fourth in the EMT-Paramedic sequence, this course provides at least 96 hours of clinical work in a hospital setting or on a Mobile Intensive Care Unit. It meets the 1985 U.S. Department of Transportation National Standard Training Curriculum of EMT-Paramedics. Prerequisites: EMT Certification, CPR for Healthcare Providers, and SAFT 271. Corequisite: SAFT 272.

SAFT 274. EMS FIELD INTERNSHIP (1)

The fifth and final in the EMT-Paramedic sequence, this course is part of the 1985 U.S. Department of Transportation National Standard Training Curriculum of EMT-Paramedics. The student will spend 40 hours working in an EMS system under the direct supervision of an experienced EMT-paramedic. The student is expected to function as a full member of the EMS crew. The student will apply all techniques learned in the classroom (as approved for use in the regional EMS system, and is expected to learn variations and adaptation of these techniques for field applications. Upon successful completion of the five courses in the EMT-Paramedic sequence, students become eligible candidates for national registry and certification by the West Virginia Office of EMS. Prerequisites: EMT Certification, CPR for Healthcare Providers, and SAFT 270, 271, 272, 273.

SAFT 275. ISSUES IN EMS (1)

An independent research course focusing on current issues important to personnel in emergency medical services. Participants will be required to meet several times during the semester. Students will prepare a written report and oral presentation using published research materials and/or results from a individually designed study.

SAFT 280. PRACTICUM I (1)

An individualized set of field experiences. The students engage in on-the-site activities of a practical nature. Activities are under the supervision of trained personnel and include such activities as building code inspection, emergency dispatcher observation, and fire service duty.

SAFT 281. PRACTICUM II (1)

Additional field activity.

SAFT 290. SPECIAL TOPICS (1-4)

Elective intended to diversify or specialize a student's training beyond the regular curriculum. Contact faculty advisor for additional information.

SAFT 292. INTERNSHIP IN OCCUPATIONAL SAFETY AND HEALTH (1-6)

Practical experience in occupational safety and health organizations in which the student engages in on-the-site activities of a practical nature. Interns learn how to translate classroom theory and methods into professional skills and opportunities. Activities are under the supervision of trained personnel. Application for the internship must be made to the safety technology advisor.

SOCIAL WORK

SOWK 201. INTRODUCTION TO SOCIAL WORK (3)

Sophomore-level course designed to introduce the beginning-level social work student to the issues and knowledge with which social welfare and social work are concerned. Through examination of the scope of social welfare as a concept, the structures that have grown out of it, and the theory and practice techniques which enable the structures to function, this course will attempt to lay the base for later, more detailed and advanced study of basic policy and practice concerns. The students will be introduced to the generalist concept of social work practice upon which the undergraduate curriculum is built and will have the opportunity to explore their own readiness to identify with the values, principles, and practices of the social work profession. Required for all social work majors. Prerequisites: SOCI 203, PSYC 203, or consent of instructor.

SOWK 300. COMMUNITY SERVICE LEARNING (3)

Community Service Learning provides students an opportunity to actively participate in both the classroom and the community to foster an awareness of social issues and citizenship development. The course emphasizes interactive, experiential education by placing curricular concepts in the context of community. Students use critical thinking skills as they evaluate and synthesize these concepts through actual problem solving. Students see connections between service and learning through writing, reflection, and discussion as they evaluate experiences, analyze the connection to and the role of social services agencies, and meet in seminars to process their experience.

SOWK 301. SOCIAL WELFARE AS A SOCIAL INSTITUTION (3)

A survey of the historical development of social welfare institutions and the societal processes devised to deal with social welfare concerns. Special attention is given to the origin and development of the American social welfare system as well as current trends and issues in the social welfare field. Prerequisites: SOCI 203 and SOCI 205.

SOWK 305. HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I (3)

The first of two courses in a sequence designed to introduce the student to theories and knowledge of the bio-psychosocial development of individuals within the context of a range of social systems. The dynamic interaction of human beings and their sociocultural context is explored in each of the developmental stages of the human lifespan. Particular attention is given to group memberships, family dynamics, and cross-cultural distinctions. Special emphasis is also placed on ethical issues, differing values, and the role of social institutions in both enhancing and limiting human growth and potential. This course is focused on the earlier part of the lifespan, through the adolescence and young adulthood. It introduces the systems model and how organizational and community systems affect client systems. Prerequisite: PSYC 203.

SOWK 306. HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II (3)

The second of two courses in a sequence designed to introduce the student to theories and knowledge of the bio-psychosocial development of individuals within the context of a range of social systems. This course offering examines the impact of biological, psychological, and sociocultural systems on middle through late adulthood. It includes material on gender roles.

sexism, sexual orientation, retirement, death, and dying. The impacts of social and economic forces and macro system responses to the challenges of development in adulthood are explored. Prerequisite: SOWK 305.

SOWK 311. SOCIAL WORK METHODS I (3)

An introduction to the basic interviewing techniques and skills utilized in social work practice. The mechanics of conducting interviews, gathering information, and recording interviews will be covered. Techniques used in one-to-one interviews, multiple interviews, and groups will be discussed.

SOWK 312. SOCIAL WORK METHODS II (3)

A study of the fundamental concepts and principles of direct person-to-person social work practice and the theories of human behavior used in social work intervention. A major aim of the course is to acquaint the student with techniques, strategies, and assumptions in functioning as a change-agent. The basic social work values, problem-solving processes, decision-making methods, and means of collecting and analyzing data are covered. Prerequisite: SOWK 311.

SOWK 313. SOCIAL WORK METHODS III (3)

This course is designed to be an introduction to the topic of administration and supervision in the human services. The purpose of the course is to give BSW level practitioners a knowledge and skill base for beginning administrative and supervisory practice. The content of the course will include an exploration of formal organizations, management styles and theories, issues in supervision, interpersonal and organizational communication, program planning, and evaluation as a function of social planning. The format of the course is designed to combine formal lecture presentations with experimental exercises, simulations, and films in an effort to explore the materials from a variety of perspectives. Prerequisite: SOWK 311 and 312 or consent.

SOWK 320. CHILD WELFARE SERVICES (3)

An introduction to the areas of child welfare problems, needs, and services in America. The historical development of child welfare services is surveyed as well as dealing with major current issues. Course content includes public and private agencies and specialized services in the categories of dependent and neglected children, delinquent children, physically and mentally handicapped children, adoptions, foster care, and institutional services. Prerequisite: SOWK 301.

SOWK 402. SOCIAL GERONTOLOGY (3)

An interdisciplinary consideration of the sociological, psychological, and biological processes of aging with emphasis on modes of social intervention. Important aspects of the demography of the aged are clarified, as is the aging's relationship with the family. Studies in changes in intelligence, memory, brain function, and behavior accompany a look at the physiological aspects of the psychology of aging. Normal and pathological physical changes and the effects of exercise receive attention. Discussions of environmental and social issues such as prolongation of life, institutionalization, economics, neighborhood planning, public policy, and community services are examined in their particular applications to older persons and the aging processes. Strategies and techniques of the development and delivery of social services are presented. Prerequisites: SOWK 301, 305, 311, 312, or consent of instructor.

SOWK 404. SOCIAL WELFARE SEMINAR (3)

Gives the advanced undergraduate student an opportunity to explore further and integrate, in a generic way, knowledge learned in individual courses covering many other areas of content. There is in-depth analysis of social work values, professionalism, social change, and systems of delivering human welfare services. Prerequisites: SOWK 301, SOWK 311, SOWK 312.

SOWK 407. FIELD EXPERIENCE IN SOCIAL WORK I (3)

The culmination of the social welfare student's course work in which the student will be expected to transform theory into practice through direct delivery of human welfare services in an approved community agency under the direction of a qualified supervisor. The student works in

an agency 10 hours per week and attends a two-hour seminar held weekly on the College campus. The College faculty and the agency supervise work closely to insure the student undergoes an intense, thorough, broad experience in direct service to people in need. Prerequisites: SOWK 311, SOWK 312.

Note: All students required to complete field work must fill out a field work application form and duplicate during the semester preceding the proposed field work. Forms can be obtained from the chair of the Social Work Department.

SOWK 408. FIELD EXPERIENCE IN SOCIAL WORK II (3)

Continuation of Field Experience in Social Work I.

Note: All students required to complete field work must fill out a field work application form and duplicate during the semester preceding the proposed field work. Forms can be obtained from the chair of the Social Work Department.

SOWK 409. FIELD EXPERIENCE SEMINAR I (2)

Weekly seminar which aids the student in meeting the objectives of the field experience program and in applying, in an integrated manner, the theoretical concepts and principles learned in the classroom to the actual delivery of social services. Through use of the case presentation format, the student will be exposed to a variety of change agent, client, target, and action systems and will further develop the ability to analyze and evaluate differing interventive approaches and techniques. The seminar will also expand the student's knowledge of and experience with group problem-solving and professional relationships. Prerequisites: SOWK 311, SOWK 305, and consent of instructor.

SOWK 410. FIELD EXPERIENCE SEMINAR II (1)

Weekly seminar which aids the student in meeting the objectives of the field experience program and in applying, in an integrated manner, the theoretical concepts and principles learned in the classroom to the actual delivery of the social services. Through use of the case presentation format, the student will be exposed to a variety of change agent, client, target, and action systems and will further develop the ability to analyze and evaluate differing interventive approaches and techniques. The seminar will also expand the student's knowledge of and experience with group problem-solving and professional relationships. Prerequisites: SOWK 311, SOWK 305, and consent of instructor.

SOWK 411. FIELD EXPERIENCE IN SOCIAL WORK III (3)

The culmination of the social welfare student's course work in which the student will be expected to transform theory into practice through direct delivery of human welfare services in an approved community agency under the direction of a qualified supervisor. The student works in an agency 20 hours per week and attends a two-week seminar held weekly on the College campus. The College faculty and the agency supervisor work closely to insure the student undergoes an intense, thorough, broad experience in direct service to people in need. Prerequisites: SOWK 311, SOWK 312, SOWK 407, SOWK 408.

SOWK 415, SOWK 416. READINGS IN SOCIAL WORK (3 EACH)

Selected, in-depth analysis of specialized areas of social welfare. The class is structured around intensive reading in a concentrated area with follow-up discussion groups. Each student prepares a research paper exploring some aspect of the topic under study. Content areas include historical analysis, policy formulation, practice theory, comparative policy and theory, and research theory and methodology. Prerequisites: SOWK 301, SOWK 310, SOWK 311 or permission of the instructor.

SOWK 417. SEX AND GENDER IN CONTEMPORARY SOCIETY (3)

This course explores changing roles for women and men in contemporary society. Rapid social change creates crisis and opportunity for individuals and society. Women and men are presently undergoing transitions in the social psychological, economic, and political spheres of their lives. Students critically analyze some of the current changes in gender roles. Lecture material includes

integrated with experiential material in the form of classroom activities. It is assumed that students have a basic knowledge of core concepts in sociology and social work. Prerequisite: SOCI 203 General Sociology or permission of instructor.

SOCIOLOGY

SOCI 203. GENERAL SOCIOLOGY (3)

Origin and development of groups and social changes. Prerequisite for all other courses in sociology and/or social welfare. Not recommended for freshmen.

SOCI 205. SOCIAL PROBLEMS (3)

A study of current sociological problems.

SOCI 303. THE FAMILY (3)

A short history of types of families and a study of orderly family living.

SOCI 307. POPULATION AND URBAN PROBLEMS (3)

A study of the theories of population, the interdependence of the peoples of the world, and population as a factor in the analysis of social problems.

SOCI 309. SOCIOLOGY OF RELIGION (3)

The structure and function of organized religion in traditional and industrial societies. The reciprocal relations of religious, economic, and political systems in contemporary America.

SOCI 312. INTRODUCTION TO JUVENILE DELINQUENCY (3)

Gives an overall view to the major problems involved in juvenile delinquency. Special emphasis is placed upon the individualization of the youthful offender, the nature and functions of the juvenile courts, problems of parents, and the more effective usage of community resources.

SOCI 320. THE CRIMINAL JUSTICE SYSTEM (3)

This course will provide an overview of the criminal justice system, its history, its philosophical development, and its contemporary configurations. Issues of law enforcement, adjudication, and corrections will be covered. Students will examine career opportunities and requirements in the criminal justice field and will become familiar with local, statewide, and national criminal justice systems.

SOCI 325. THE CORRECTIONAL INSTITUTION (3)

The survey will cover the American correctional institution's historical background and the social requirements. An in-depth survey will be conducted into how the different types of institutions evolved and how each is applied to given situations in the criminal justice system, i.e., jails, detention centers, prisons.

SOCI 333. THE SOCIOLOGY OF SPORT (3)

This course surveys the principles that underlie the social structure and processes that create and transform the social institutions within the institution of sport. It also investigates the social milieu in which sport participation is embedded with respect to who participates, when, where, and the consequences of participation.

SOCI 390. THE SOCIOLOGY OF VIOLENCE (3)

This course is a survey of patterns and trends of violence in American society. These patterns and trends concern interpersonal, domestic, police, corporate, prison, schools, media, collective, and political violence. The course also examines theories, preventive treatment and public policies concerning violence.

SOCI 402. CRIMINOLOGY (3)

An inquiry into crime causation and treatment, with complementary attention given to selected types of crime.

SOCI 403. ETHNIC RELATIONS (3)

A survey of ethnic relations within American society, supplemented with illustrations from other societies.

SOCI 404. SOCIOLOGY SEMINAR (3)

Designed for students who have a major or minor in sociology and who expect to pursue graduate study in the field.

SOCI 405. RESEARCH METHODS (3)

Introduces the scientific method in sociology research. It will include the development and testing of hypotheses and will cover techniques such as observation, interviewing, and questioning. Prerequisite: MATH 315 Statistics or consent of instructor.

SOCI 406. COMMUNICATION IN AMERICAN SOCIETY (3)

Special emphasis is placed upon mass communications and the structure of function of communication as the art of transmitting information, ideas, concepts, and attitudes from one person or group to another.

SOCI 407. COLLECTIVE BEHAVIOR (3)

This course centers on the relatively unstructured, spontaneous, unpredictable, temporary, and usually irrational aspects of human behavior, including such social behavior as rumors, fads, fashions, crazes, panics, escapes, riots, protests, collective delusions, migrations, and disasters.

SOCI 410. SOCIAL THEORY (3)

The nature and development of social thought from ancient times to the present is surveyed. The influence upon social conditions by the development of sociological theories is stressed.

SOCI 411. SOCIAL STRATIFICATION (3)

A study of the factors which account for differences in influence, power, and social prestige held by different individuals and groups in the community and the society. Also considered are the theories of stratification and the relationships between social class and education, occupation, choice, political preference, and religious affiliation. The relationship between social class and social mobility is reviewed.

SOCI 412. MEDICAL SOCIOLOGY (3)

The purpose of this course is to provide an overview of the general field of medical sociology. Research and analysis of the medical environment from a sociological perspective will be explored. A variety of community-based organizations are used for student placement. The course will focus on the major concerns of medical sociology: social facets of health and illness, the social functions of health institutions and organizations, the relationship of systems of health care delivery to other social systems, and the social behavior of health personnel and consumers of health care services.

SOCI 419. INTERNSHIP IN SOCIOLOGY/CRIMINAL JUSTICE (3)

This course provides supervised field experience enabling students to integrate theory and practice. A variety of community-based organizations are used for student placement. The course may not be repeated. Prerequisites: Junior or senior standing; 2.5 minimum overall GPA; permission of sociology faculty.

SOCI 420. THE PRINCIPLES OF CRIMINAL LAW (3)

This course explores the nature, origins, and general principles of criminal law. It examines pertinent aspects of federal and state criminal law and concentrates on specific issues of interest to law enforcement including an examination of procedural law. Recent court decisions will be discussed and selected criminal offenses will be analyzed.

SOCI 425. POLICE AND COMMUNITY RELATIONS (3)

An introduction to concepts of organizational behavior and the principles of organization and management as applied to law enforcement agencies. Topics include line activities of law enforcement agencies, with emphasis on the patrol function and the prevention of crime, and traffic, investigative, juvenile, vice, and other specialized operational units.

SPANISH**SPAN 101. ELEMENTARY SPANISH I (3)**

A basic, culturally-oriented course in conversational Spanish designed for beginning students who wish to develop skills in speaking, reading, writing, and comprehending Spanish. Emphasis is placed on oral communication through dialogue and guided compositions. Audio and video tapes of Spain and Mexico are extensively used.

SPAN 102. ELEMENTARY SPANISH II (3)

A continuation of SPAN 101, this course allows students to strengthen their comprehension and speaking proficiency in Spanish by providing extensive practice in oral and written communication and self-expression and thorough discussions and oral presentations of readings in the culture of Spain, Mexico, Central America, and South America. Prerequisite: SPAN 101.

SPAN 203. INTERMEDIATE SPANISH I (3)

A review of the basic structures and phonetics of the Spanish language studied through readings and discussions of the culture and literature of Spain and other countries in Central and South America, and enhanced through further oral communication practices, brief compositions, and oral reports. Prerequisites: SPAN 101 and SPAN 102.

SPAN 204. INTERMEDIATE SPANISH II (3)

A continuation of SPAN 203, this course is designed for more advanced students and allows them to strengthen their proficiency in Spanish through advanced structural and oral exercises and several different kinds of writing assignments. Prerequisites: SPAN 101, SPAN 102, and SPAN 203.

SPAN 301. ADVANCED CONVERSATION AND COMPOSITION (3)

A course designed to help students sharpen their oral and writing skills through the use of guided conversation and composition. Topics for discussion include the family and cultural differences. Prerequisite: SPAN 204 or permission of the coordinator.

SPAN 303. THE CONTEMPORARY HISPANIC WORLD (3)

Based on current documentation (literature and film) of contemporary society in Spain and Latin America, the course strives to give students an understanding of these cultures from a political, historical, social, and literary perspective. Prerequisite: SPAN 204 or permission of the coordinator.

SPAN 304. INTRODUCTION TO SPANISH AND LATIN AMERICAN LITERATURE (3)

An introduction to textual analysis, the course comprises prose, poetry, and drama. The texts are studied using current critical techniques. Prerequisite: SPAN 204 or permission of the coordinator.

SPAN 305. SPANISH FOR BUSINESS (3)

A course that will focus on the language of business, commerce, and management with the purpose of enabling the student to function better in a job market that requires language specific skills. Through oral and written exercises, students will learn to deal with business situations in the Spanish speaking world. Prerequisite: SPAN 204 or permission of the coordinator.

SPAN 310. SURVEY OF SPANISH LITERATURE I (3)

An introduction to the study of literary movements from the Middle Ages to the Golden Age highlighting major representative works. Prerequisite: SPAN 304 or permission of the coordinator.

SPAN 311. SURVEY OF SPANISH LITERATURE II (3)

A study of the major literary and philosophical movements in Spain from the 18th through the 20th centuries. The student will be exposed to examples of theater, prose, and poetry. Prerequisite: SPAN 304 or permission of the coordinator.

SPAN 312. SURVEY OF LATIN AMERICAN LITERATURE I (3)

An introduction to the study of Latin American literature through representative works. Student engage in an examination of the literature of the New World beginning with the conquest and going on to Romanticism. Literary study will include analysis of prose and poetry. Prerequisites: SPAN 304 or permission of the coordinator.

SPAN 313. SURVEY OF LATIN AMERICAN LITERATURE II (3)

A continuation of major literary movements in Latin America from post-Modernism to the present. Through the study of prose and poetry, students will be exposed to the social, artistic and historical aspects of Latin America that these works evoke. Prerequisite: SPAN 304 or permission of the coordinator.

SPAN 400. SEMINAR IN LITERATURE I (3)

A seminar course focusing on a literary genre, movement, period, or figure chosen by the instructor and approved by the coordinator. The student is expected to attend regular meetings of the seminar, participate in open discussions, and present a series of short written and oral reports related to the topic chosen for study. The student is also responsible for submitting a major documented paper which individually investigates an aspect of the topics of the course as a whole.

SPAN 401. SEMINAR IN LITERATURE II (3)

A seminar course with the same format and requirements as SPAN 400 but concentrating on a different genre, movement, period, or figure chosen by the instructor and approved by the coordinator. Prerequisites: SPAN 310 or 311 or 312 or 313.

SPAN 402. SEMINAR IN LITERATURE III (3)

A seminar course with the same format and requirements as SPAN 400 but focusing on a different genre, movement, period, or figure chosen by the instructor and approved by the coordinator. Prerequisites: SPAN 310 or 311 or 312 or 313 and permission of the coordinator.

SPAN 403. SEMINAR IN LITERATURE IV (3)

A seminar course with the same format and requirements as SPAN 400 but centering on a different genre, movement, period, or figure chosen by the instructor and approved by the coordinator. Besides SPAN 400, students may also sign up for SPAN 401 and/or SPAN 402 and 403 and receive three credit hours for each course successfully completed. None of these courses is a prerequisite for the other two, but permission of the coordinator is necessary for admission. Prerequisites: SPAN 310 or 311 or 312 or 313.

SPAN 410. PRACTICUM IN SPANISH (3)

A course designed in alliance with the Washington Semester Program or Co-op Program to allow college credit for practical work experience in the Washington/Baltimore areas. Prerequisites: SPAN 301 or 303 or 304 or 305 and permission of the instructor.

SPAN 419. INDEPENDENT STUDY IN SPANISH (1-6)

An independent plan of study determined by the instructor and student, with syllabus approved by the department. See detailed requirements for independent study in Section V, Academic Information. Repeatable to 6 hours.

THEATER

THEA 203. ACTING I (3)

Fundamentals of acting. Basic theories and concepts in stage acting for the beginning student. Emphasis on relaxation techniques and improvisation exercises.

THEA 204. INTRODUCTION TO THEATER (3)

Develops an appreciation and understanding of theater as a fine art through normal lecture and attendance at live theater productions. Emphasis on the artists of the theater including playwrights, directors, designers, and actors.

THEA 205. THEATER TECHNOLOGY (3)

Fundamentals of scenery construction and lighting through formal lecture and practical crew experience. Laboratory requirements include assignments on construction and running crews.

THEA 207. THEATER PRACTICE (3)

Assigned theater projects supervised by faculty.

THEA 208. THEATER PRACTICE (3)

Assigned theater projects supervised by faculty.

THEA 309. DIRECTING I (3)

Fundamentals of directing stage plays. Emphasis on the work of the director in relation to the actor, designer, and text analysis.

THEA 310. PLAY PRODUCTION (3)

Advanced studies in theater technology. Emphasis on assigned theater projects. Consent.

THEA 311. DIRECTING II (3)

Advanced directing examines the work of the director in relationship to the rehearsal process. Assigned project. Prerequisite: Directing I, consent.

THEA 312. ACTING STUDIO I (3)

Basic process work to prepare the student for scene study. Emphasis on modern/contemporary scenes and monologues. Prerequisite: Acting I, consent.

THEA 314. ACTING STUDIO II (3)

Fundamentals of scene study work. Emphasis on character analysis and the importance of exercise work and its relationship to a text. Consent.

THEA 316. ACTING STUDIO III (3)

Advanced scene study work. Emphasis on ensemble work and its relationship to performance. Assigned project. Consent.

THEA 340. STAGE MANAGEMENT (3)

Detailed study of the role of the stage manager. Examines production duties, the rehearsal process, performances, and post-production.

THEA 341. HISTORY OF THE THEATER (3)

The development of the theater with special attention to period theaters and theatrical styles which influence modern stage productions.

THEA 346. THEATER DESIGN (3)

Study of the theory and practice of theater design. Emphasis on scenery, lighting, and costume design.

WASHINGTON SEMESTER

WASH 390. THE WASHINGTON SEMESTER INTERNSHIP (12)

The Washington Semester Program supplements classroom learning with practical knowledge, by providing work experience in agencies and organizations in the Washington, D.C. metropolitan area. Each intern works four full days a week in a setting that is matched to the student's skill, interests and career goals. The program is open to all majors, provided the student has a 2.5 GPA and has completed one-half of the requirements for graduation before the beginning of the internship. Other requirements are detailed in the Program's norms and procedures, copies of which are available from the Washington Semester Program coordinator and the department chairpersons. All Washington Semester interns must also register for WASH 391.

WASH 391. THE WASHINGTON SEMESTER SEMINAR (3)

Open only to registrants in WASH 390. This interdisciplinary seminar meets once a week to examine American society through analysis of one or more basic concepts from a variety of academic perspectives. It provides a larger framework of understanding for participants in the Washington Semester internship experience. Members of the seminar write a major research paper.

WOMEN'S STUDIES

WMST 201. INTRODUCTION TO WOMEN'S STUDIES: THEORY ACROSS THE DISCIPLINES (3)

A team-taught course dealing with the classic feminist and women's studies text in addressing theory and questions about gender from the disciplines of social sciences, humanities, fine arts, and natural sciences.

WMST 421. WOMEN'S STUDIES CAPSTONE/INDEPENDENT STUDY (3)

An independent study project individualized according to student interest and designed to permit focus and specialization in the student's major or field of interest proposed to the Women's Studies Advisory Committee for approval. See detailed requirements for independent study in Section V, Academic Information.

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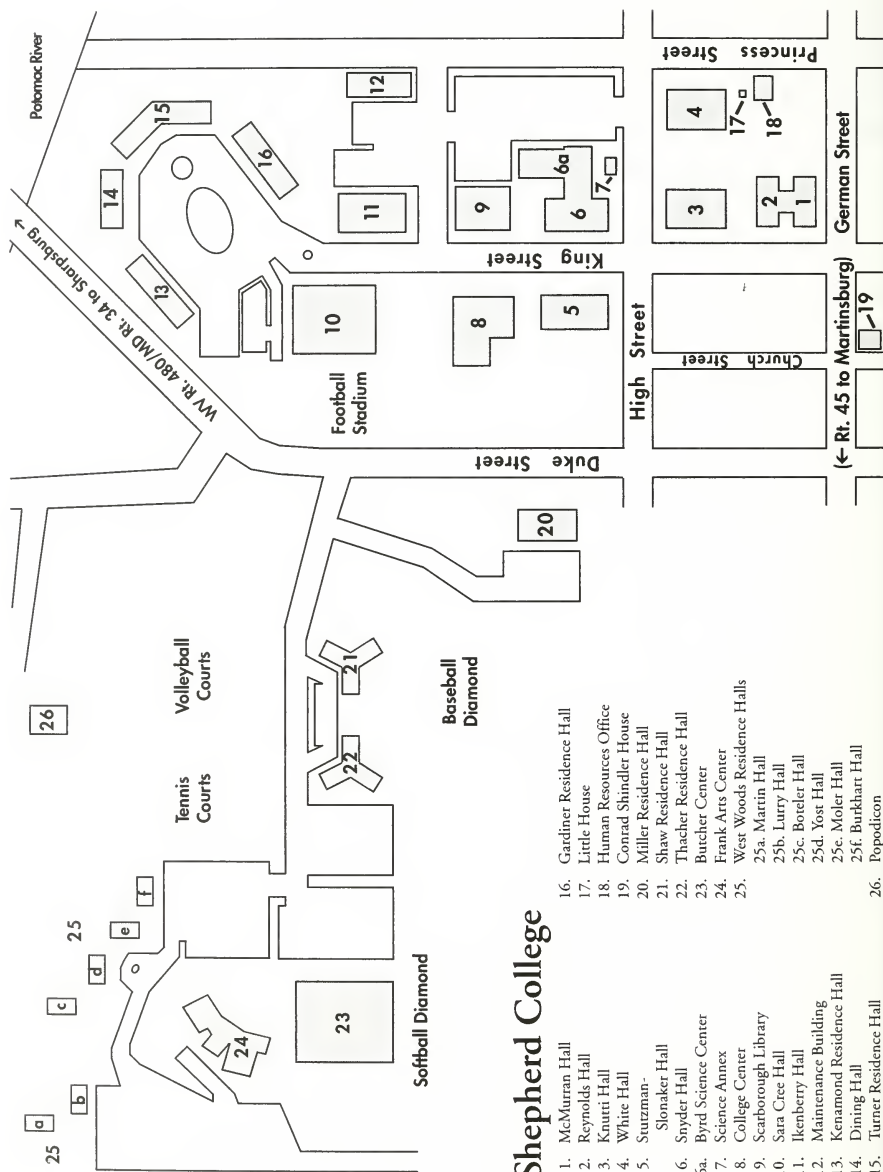
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